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ABSTRACT
The guides have been written to help teachers provide effective instruction for children who do not speak English as their native language. The guides have been planned for use in the primary grades and have been written on two levels of difficulty. The first level contains 128 lessons, the second 115, and each provides instruction for approximately one year. Each lesson in the First Level series is presented in the following format: I Objectives. A. Content and Teaching Points. B. Test and Likely Errors (at end of lesson). II Materials. III Procedures. A. Review, B. Presentation, and C. Pronunciation. For the Level II Guides see ED 018 801, ED 018 802 and ED 018 803. For Part I of Level I see ED 025 681. (JL)

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Guide for Teaching English as a Second
Language to Elementary School Pupils
Curriculum Development

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GUIDE FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS - LEVEL I

Teaching English Early

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INTRODUCTION

The guides _Teaching English Early_ have been written to help teachers provide effective instruction for children who do not speak English as their native language. The guides have been planned for use in the primary grades and have been written on two levels of difficulty. The first level contains 128 lessons, the second 115, and each provides instruction for approximately one year. The lessons are planned for presentation to a group of not more than ten pupils. A daily instruction period of thirty to forty minutes is recommended.

Teaching English Early can be used by a teacher who speaks only English. The daily lessons are conducted entirely in English and the teacher need have only command of good, standard spoken English. The teacher who does speak his pupils' native language(s) is cautioned against translating from that language to English. Each language has its own system and the pupil must not be encouraged to think that it is possible to use English words in the structures of his first language. The product would not be English and would undoubtedly increase the problem of interference from the pupil's first language, since a second language is learned in competition with the first language. Separation of the first and second languages in the ESOL[1] instruction period will decrease the possibility of confusion of the two languages. This does not mean, that the ESOL teacher who does know the pupil's first language may not use it for purposes of information, development of teacher-pupil rapport, or maintenance of the pupil's belief in the worth of his cultural heritage, of which his native language is a basic part.

The teacher, as the implementer of the program, has the responsibility for injecting warmth, enthusiasm, and sensitivity to the children's responses, into the daily lessons. Without this human factor, highly structured and programed lessons are likely to become mechanical and more manipulative than communicative. Communication is always the broad objective underlying the specific objectives in each lesson.

The _Teaching English Early_ program allows for a certain amount of flexibility, but it is suggested that a lesson be completed each day that the class meets. A split lesson loses much of its effectiveness. The decision to move on to the next lesson depends upon the pupils' success in the informal communication activity (i.e., a language test) at the end of each lesson. If 75 percent of the pupils

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[1]ESOL - English for Speakers of Other Languages

are able to ask questions and respond or describe a scene or narrate an incident in such a way that the objectives of the lesson are expressed accurately and without hesitation, then it is time to move ahead. If not, then the lesson should be repeated with such changes in the presentation as the teacher may see fit to make. This latter possibility has been minimized by limiting the objectives of each lesson and by bringing to bear on the presentation the most dependable English-as-a-second-language techniques, an understanding of the maturity of young children, and the experience of the writers as primary-school teachers.

The cumulative design of the lessons provides for variations in rate of learning. Slow learners have several opportunities to catch up when later lessons reintroduce through review, and integrate through association the objectives of earlier lessons. At the same time, this cumulative approach provides the more advanced pupils an opportunity to become fluent in English by making them familiar with the system of rules of English (see Rationale, page).

Each lesson in the First Level series is presented in the following format:

I. OBJECTIVES

  A. Content and Teaching Points

  B. Test and Likely Errors (at end of lessons)

II. MATERIALS

III. PROCEDURES

  A. Review

  B. Presentation

  C. Pronunciation

The section on Objectives has four subsections. The first two are: (1) Content, which generally consists of examples of types of sentences, examples of aspects of pronunciation, and new vocabulary, and (2) Teaching Points, which provide a somewhat technical clarification of the objectives in the Content subsection. Together, these two subsections make up the linguistic objectives of each lesson. A great deal of linguistic analysis (of English and English alone) has gone into the choice and

sequencing of these objectives, and much of the value of the guide depends on their arrangement. The lessons have been planned and spelled out to make the teacher's task easier and more effective. Moving ahead of a given lesson or leaving out parts of it, will only complicate the teacher's task later on.

The other two subsections of Objectives, boxed at the end of the lesson where the teacher is to present them are: (1) Test, which consists of an informal communication activity designed to elicit from the pupils sentences which indicate that they have learned to express themselves according to the objectives of the lesson, and (2) Likely Errors, which lists the kind of errors the teacher might expect to occur with those pupils who have not quite learned the lesson. The predicted errors are quite arbitrary, being based on the writers' experience and to a large extent on the differences between English and Spanish. For those of your pupils whose native language is other than Spanish, these predictions might not hold. Consequently, the teacher is called upon to develop a sensitive ear for errors, not only for those which the guide predicts but for others as well. It is important to note here that the predicted errors are based not on <u>all possible</u> errors but only on those errors which violate the rules that underly the examples which make up the objectives of the lesson. It is on the basis of these predicted errors (and others which might occur) that the teacher decides whether 75 percent or more of the pupils have minimally met the objectives of the lesson; maximally, the pupils are expected to express themselves without hesitation during the test. The teacher should note in precisely what way the informal communication activity in the Test subsection incorporates the objectives of the lesson. Only in this way can he evaluate the performance of his pupils.

The lessons which review without introducing any new material, do not contain a test. The review lessons are intended to make the pupils familiar with rules (in the form of examples, as noted above) with which they are already acquainted. Put differently, the review lessons are intended to provide the pupils with practice in the kinds of sentences they have already had an opportunity to use.

The Materials section lists the realia and the pictures which the teacher will need for the lesson. The teacher may want to substitute some of the realia and pictures with those of his own, and he should feel free to do so. Care should be taken not to introduce vocabulary items which are neither in the present lesson nor in the previous lessons. Should the teacher actually want to change any of the new vocabulary suggested for the lesson, he should note the change not only in the present lesson but in all the subsequent lessons which assume that the rejected vocabulary item has been learned by the pupils. In other words, the teacher cannot assume a vocabulary item as learned if he has not taught and tested it.

The section on Procedures has three sections: Review, Presentation and Pronunciation. The Review, goes over objectives of previous lessons, objectives which often are closely associated with the objectives of the present lesson. The Presentation provides a sequence of activities that leads

the pupils from manipulation of sentences (where the learner contributes no words of his own) and which exemplify the rules underlying the objectives, to communication (where the learner contributes some words of his own) within the framework of the objectives. The Pronunciation section focuses the pupils' attention to the spoken form of words and sentences (as defined in the objectives) in case they have failed to produce them accurately in the course of the presentation.

Language learning is best accomplished in a happy situation and the importance of successful experiences cannot be overemphasized. The teacher must maintain friendly but firm control during instruction. The lessons require active listening and production on the part of the learner. This can be accomplished quickly and efficiently in a situation where the teacher has established good rapport with the pupils and is providing firm leadership.

The Review is almost always entirely a communication activity which incorporates objectives of one or more previous lessons. It is through the review that the pupils become acquainted with the system of English. For example, by reviewing such a sentence as "I want an apple" just before they are introduced to "I want to run," they are afforded the opportunity to see both the difference and the similarity in the two constructions. (If we may be allowed an analogy, pupils become acquainted with the system of arithmetic when they review "2 + 2 + 2" just before they are introduced to "3 x 2.") Although almost every lesson has a special section on review, it should be noted that review in the sense just described is a pervading feature of the guides. This observation on the importance of review is made in order to advise strongly that the teacher give careful attention to the review activities wherever they appear.

The Presentation section generally contains four types of activities: model, echo, chain dialog, and response, usually presented in that order. Each activity (or "step"-- as it is actually called in the lessons--since the activities are sequenced) is identified as one of these four general categories.

Model means that the teacher is to say certain words and/or sentences which the pupils are to listen to but not repeat. A number in parentheses (almost always "3") follows the word "Model" and this means that the teacher is to say the given items three times. The number is arbitrary and the teacher may wish to vary the number of repetitions. Care should be taken to avoid boredom. However, enough repetition is necessary for the word or sentence to be heard in all its detail as a speech form (i.e., as a model for pronunciation) and for it to be understood by a young child as a meaningful item (i.e., as correlating to a particular object or to certain nonlinguistic behavior).

Echo means that the teacher is to say certain words and/or sentences which the pupils are to listen to <u>and</u> repeat (one item at a time). Since what the pupils are to echo is often what they have been asked to listen to in the model activity, these two steps are often found together, e.g., Model: (3). Echo: ◯ (3), ⊙ . The solid circle indicates that the entire class is to repeat after the teacher.

The number in parentheses indicates the number of times the entire class is to repeat after the teacher. The circle with a dot in its center indicates that pupils are to be called upon individually to repeat after the teacher. The number of individuals called will depend on the amount of time the teacher has for this activity and on the pupils' interest at the time. Observe that before the pupils are asked to repeat, they are first to listen <u>only</u> (Model), and that before they are called upon individually to repeat after the teacher, they are first called upon as a group. Some of the Echo activities will ask for the left half of the class (the pupils to the left of the teacher to repeat, while the right half of the class listens only; then the left half of the class listens only when the right half is asked to repeat. Repetition by the right half of the class is indicated by a circle with its right half darkened thus: ◑ ; repetition by the left half by a circle with its left half darkened thus: ◐ .

The teacher should establish certain classroom conventions which will cue the pupils on the appropriate behavior for the Model and Echo activities. The third lesson of the first course does this by suggesting several gestures which the pupils learn to respond to in the course of the lesson. Needless to say, the teacher may want to invent his own gestures for the different activities, but established procedures are necessary to insure efficient use of classroom time.

Chain dialog is an activity in which several pairs of pupils engage in a series of similar dialogs, substituting words and phrases according to the needs of the situation, but seldom altering the structure of the dialog. The series of dialogs are linked in that a pupil both continues a dialog initiated by some pupil and then initiates a dialog himself with a different pupil. The teacher often starts the chain, and it develops either as more of a drill than a conversation or as more of a conversation than a drill--depending on what we have assumed to be the pupils' control of the sentences involved. The following is an example of a drill type chain dialog:

Teacher: I hear a bell.

What do you hear?

Joe: I hear a dog.

What do you hear? (Turning to Jane.)

Jane: I hear a cat.

What do you hear? (Turning to Tom.)

Tom: I hear a plane.

What do you hear? (Turning to Mary.)

ETC.

Of course appropriate noises (such as ringing, barking, and the like) should be produced in order to suggest to the pupil the response he is expected to make in this particular activity. The following is an example of a conversation type chain dialog (again with the appropriate noises a part of the activity):

Teacher: What do you hear?

Joe: I hear a dog.

What do you hear? (Addressing the teacher)

Teacher: I hear a bell.

Joe: What do you hear? (Turning to Jane.)

Jane: I hear a cat.

What do you hear? (Addressing Joe.)

Joe: I hear a dog.

Jane: What do you hear? (Turning to Tom.)

Tom: I hear a plane.

What do you hear? (Addressing Jane.)

Jane: I hear a cat.

Tom: What do you hear? (Turning to Mary.)

ETC.

Teachers familiar with methodology of teaching English to speakers of other languages should note that the chain dialog described above is a variation of the substitution drill found in most TESOL[1] materials. The chain dialog, we believe, is an improvement, and for young children a necessity. It is an improvement in that it provides for transfer by making the exercise simulate actual language use; it is a necessity in that it makes the activity comprehensible and interesting to the child by making it meaningful and concrete.

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[1]TESOL - Teaching English to Speakers of Other Languages.

Free Dialog is generally dialog which permits the pupils a greater number of choices than does chain dialog so that the participants are more on their own linguistically. It retains a certain amount of control in that the activity's sample dialog determines the types of sentences the pupils are likely to use. For example, the teacher might present the sample dialog by means of a pair of puppets:

1st Puppet: I hear a dog.

2nd Puppet: <u>What</u> do you hear?

1st Puppet: I hear a dog.

Do you see it?

It's on the chair.

2nd Puppet: Yes, I do.

Then the teacher calls on two of her pupils, and while ringing a bell, she coaches them to imitate the sample dialog:

Joe: I hear a bell.

Jane: <u>What</u> do you hear?

Joe: A bell.

Do you see it?

Jane: Yes, I do. It's on the chair.

Observe that the pupils' imitation has deviated slightly from the model. Sometimes the pupils will stay close to the sample dialog in their imitation. At other times they will not only deviate markedly from the model, they will also develop it into conversations which only vaguely resemble the original form. Other children may join in the conversation. Such changes are to be expected, allowed, and even encouraged as an expression of the normal versatility needed in real communication. The activity is continued with other pairs of pupils imitating the model in other similar situations (e.g., hearing a cat).

The sample dialog of the Free Dialog activity may take different forms. It may be introduced by the teacher and a pupil or it may be introduced by two pupils who are given what they are to say by the teacher whispering in their ears. The activity may involve a game or a contest or make-believe.

The Test activity is like the Free Dialog activity with only one difference. When the children deviate from the sample dialog to such an extent that the sentences which exemplify the objectives of the lesson are not being elicited, then the teacher is to bring back the focus of attention to the type of sentences in the sample dialog. Only in this way will the teacher know whether the objectives of the lesson have been met. He should know definitely whether or not learning is taking place so that he may continue to play his effective and efficient role, or change it to make it effective and efficient.

The section on Pronunciation provides the pupils the opportunity to focus attention on those aspects of English phonology which have been listed in Objectives. This does not mean that pronunciation is to be ignored in the other sections of the lesson. On the contrary, whenever (and as often as time allows) the pupils fail to approximate a sound which is part of the objectives, they are to be corrected. Since some of them are bound to make such mistakes early in the lesson, their attention to the particular sound is focused from the very start. Pronunciation activities have been placed at the end of Procedures rather than at the beginning, in the lessons of Level One, to impress upon the pupils, who, to all intents and purposes, are meeting English for the first time, that the core of the language is its syntax (see Rationale, page) and not its sound system. This impression having been made in the Level One materials, Level Two begins Procedures with activities on pronunciation in order now to impress upon the pupils that any difficulties they may still have with pronunciation are of the utmost seriousness.

The most generally used technique in learning pronunciation in the Level One lessons is imitation. Thus, Model and Echo activities are used extensively. Also, the particular sounds singled out by the objectives are placed in verse or song--which pupils at this level are familiar with and used to imitating. Since there is no evidence that songs alone improve imitation or lead to transfer, all songs are to be introduced by spoken recitation, and, after the singing, the lyrics are again to be recited. As in the other sections of the lesson, an attempt is made in the pronunciation section to make the pupils understand what they are saying, and many of the pronunciation sections and with questions which test their comprehension of what they have been saying.

Perhaps the single most important aspect of pronunciation is rhythm: the patterns of intonation, stress, and phrasing of a sentence. Whenever the pupil speaks, he is expected to approximate the appropriate rhythm of what he is trying to say. The mastery of rhythm is the general pronunciation objective of the first several lessons; the teacher is strongly advised to emphasize this objective at this time.

The time allotted to each section of the lesson will vary from day to day. In general, it is estimated that five minutes will be spent on Review, fifteen minutes on Presentation, five minutes on Pronunciation, and five minutes on Test. At the beginning, the teacher new to these procedures will run overtime, but with experience he will become more efficient. Perhaps even more important than experience is the teacher's preparation. The pace of the lesson will be neither dragging nor hurried for the teacher who collects the materials he will need and also reads the lesson beforehand as if he were already actually teaching it. As he reads, he should note how much time each activity (rather than each section) will take, noting, too, which of the pupils he will call, and in what order, for each of the activities, and, most importantly, rehearsing the manner in which he will conduct each activity--that is, rehearsing his techniques. With the lesson plans already provided, the teacher need not spend more than half an hour to prepare for the class.

The ability to speak and understand English is essential to success in the schools of the United States, and pupils whose native language is not English should be provided with special instruction so that they can acquire this ability as soon as possible. English is not only the language of instruction in the schools but also the medium of communication with the dominant culture, and therefore children must acquire English as a frequently used, essential second language. It cannot be presented as a foreign language to be learned only minimally over a period of six to ten years for occasional communication. English must indeed be a second or new language to be used daily and, eventually, spoken like a native-speaker. The second language learner has more immediate and far-reaching needs than the foreign language learner. He must learn English in months instead of years, for he will be receiving all of his basic education in English.

Introduction:

This is your pupils' first structured lesson in English as a second language. Before you teach it you may wish to spend a meeting or two getting acquainted with the children and putting them at ease. Some use of their native language is recommended. If you do not know that language, a recording of a story or a song may be used.

The children will have greater initial success if you assume that they know no English. The lesson has definite linguistic objectives and includes a test to help you know if the objectives have been reached.

I. OBJECTIVES

A. Content

1. The learner will be able to ask the question:

   What's your name?

2. In response to the above question, the learner will be able to say:

   Joe. What's yours?

3. In response to "What's yours?" the learner will give his name, e.g., "Tom."

4. New vocabulary:

   a. The name of every pupil in the class
   b. The teacher's name

Lesson 1

Teaching Points

a. The process of substitution.

b. Abbreviated sentences as a convention of dialog, as in the use of "What's yours?" in the dialog taught in this lesson.

c. Association of stronger stress and longer length with high pitch, e.g.,

   What's your <u>na--me</u>?

   What's <u>you--r</u> name?

d. The placing of a "highest" pitch in a sentence.

e. English pronunciation of the learner's name, e.g., [reymen] for "Ramon." If you can say, "Good morning" in the learner's language, do so, adding his name in the way it is pronounced in <u>his</u> language. For example, in Spanish, "Buenos dias, Ramon" ("Ramon" pronounced [ramon]). This would indicate to the learner that his name is pronounced differently depending on the language being used.

5. The learner will be able to use high pitch in normal and contrastive position, e.g.,

   What's your name? (Normal

   What's your name? (Contrastive in a series)

D. Test: See page 6.

II. MATERIALS

A. Two hand puppets: one of a boy, the other of a girl.

B. Song: "Tell Me Your Name, Please," Birchard Music Series - Kindergarten (California State Series), p. 16.

III. PROCEDURES

A. Presentation

1. Introduce the puppets in a manner resembling the following:

   GIRLS AND BOYS, THIS IS JANE.
   Look at the girl puppet.

   AND THIS IS JOE.
   Look at the boy puppet.

2. Model the dialog below three times, indicating what each puppet is saying by the nearness of the "talking" puppet to your face. Use the hand gestures you plan to teach to indicate "Listen only."

f. If you have more than eight pupils, you may have to divide the class into several groups and ask each child to learn only the names of those in his group. Change the groups in the next few lessons until every child has learned the name of every other child in the class.

Name the puppets after a boy and a girl in your class. The names used in these lessons are intended to refer to the actual names of your pupils, so substitute your pupils' names for "Joe," "Jane," "Tom," etc. Since your pupils will probably not understand your verbal message, use whatever gestures are necessary to help them understand that you are naming the puppets, saying "Jane" as you shake the girl puppet, "Joe" as you shake the boy puppet.

Jane: HI! WHAT'S YOUR NAME?

Joe: JOE. WHAT'S YOURS?

Jane: JANE.

3. Echo: ○ (3), ⊙ . Use the hand gestures you plan to teach (to indicate "Repeat after me") in lesson 3 (step 2). Hold up only the girl puppet.

WHAT'S YOUR NAME?

WHAT'S YOUR NAME?

4. Echo: ○ (3), ⊙. Use the same hand gestures as in step 3. It is important to be consistent. Hold up only the boy puppet.

WHAT'S YOURS?

WHAT'S YOURS?

5. Have the class echo the dialog in step 2 after you, a line at a time: first the entire class (○), then the two halves of the class (◐), (◑), each taking the role of the one of the two puppets, finally the two halves of the class again with roles reversed.

Lesson 1

If the children have trouble imitating the rhythm of this question, see the section on Rhythm and Intonation in the Teacher's Guide, page

All the pupils are to echo three times as a group (○) before they are asked to echo individually (⊙). Call on as many individual children as time permits.

Wha-t's your na--me?
The single dash indicates a vowel which you normally take long to say in terms of relative time; two dashes indicates you normally take even longer to pronounce the vowel. But your pupils are not likely to lengthen these vowels the way you do. You should not exaggerate the length of these vowels; your normal, natural way of saying, "What's your name?" automatically and most accurately produces the length of the vowels indicated.

◐ indicates the half of the class to your left; ◑ , the half to your right.

Lesson 1

6. Give the puppets to the two children you have named the puppets after, and have the two children repeat the dialog.

You may have to help the two children by whispering their lines to them

7. Free Dialog: Have Joe come up to you. Initiate the dialog:

WHAT'S YOUR NAME?

Joe: JOE. WHAT'S YOURS?

MRS. / MISS / MR.	________.

Prompt the response by whispering it in his ear if necessary.

The entries in the box indicate alternative responses; in this case, depending on which applies to you: "Mrs.", "Miss", or "Mr."

8. Free Dialog: Help Joe initiate the dialog with another pupil. Continue with other pairs of pupils.

Joe: WHAT'S YOUR NAME?

2nd L: TOM. WHAT'S YOURS?

Joe: JOE.

It might help to draw two circles on the floor with chalk. Have the pairs of reciting children stand in these two circles.

"2nd L" means "second learner."

9. Free dialog: Approach each pupil separately and initiate the dialog. After you have completed the dialog with the first pupil, proceed to the others, emphasizing "your" in "What's your name?"

WHAT'S YOUR NAME?

1st L: JOE. WHAT'S YOURS?

MRS. / MISS / MR.	________.

Joe is the first learner to participate in this activity.

WHAT'S YOUR NAME? — 2nd L: JANE. WHAT'S YOURS?

MRS. / MISS / MR. ________.

Jane is the second learner to participate in this activity.

WHAT'S YOUR NAME? — 3rd L: TOM. WHAT'S YOURS?

MRS. / MISS / MR. ________.

B. Pronunciation

1. Continue the exercise above but have one of the pupils initiate the dialog. Repeat until every child has had a chance to play a role.

   Correct responses which make the error of emphasizing name in this situation.

2. Recite, and then sing, the following song for your class. Sing it a second time and have the children join in on "My name is ______," each putting in his own name. Let them join in on any other line they please.

   The song is from: Birchard Music Series - Kindergarten (California State Series), p. 16.

   OH, TELL ME YOUR NAME, PLEASE,
   OH, TELL ME YOUR NAME, PLEASE,
   OH, TELL ME YOUR NAME, PLEASE,
   HEIGH-HO, HEIGH-HO, HEIGH-HO!

   MY NAME IS ________________,
   MY NAME IS ________________,
   MY NAME IS ________________,
   HEIGH-HO, HEIGH-HO, HEIGH-HO!

   You might have a group of three children recite the lines after you as a group till they come to the lines, "My name is ____," where each child recites individually, coming together again on the last line.

3. Have children recite each of the lines after you in groups and individually. Allow time for the test.

Test:

1. Have pairs of pupils come up to the front of the classroom and go through the following dialog. You may have to model the dialog at first to demonstrate the activity.

   1st L: WHAT'S YOUR NAME?

   2nd L: JOE. WHAT'S YOURS?

   1st L: JANE.

2. Seat the children in a circle with you. Take the role of the 1st L above and go through the dialog with each child. Then have some child take the role of the 1st L. Repeat till all the children have had a turn at the role of 1st L. Don't insist that the reluctant ones participate.

   For this and all other tests, pupils should be called upon to participate as individuals, singly, or in pairs. Do not have groups act as one, for example, do not have half the class say together, "What's your name?"

Likely Errors

a. Instead of deleting, some pupils might give complete sentences, such as, "My name is Jane." This is not an error and should not be corrected, but do not encourage it by giving overt approval. Frequent use of answers in complete sentences results in unnatural English.

b. A very short vowel where a long one is expected, e.g., "What's yours?" rendered as:

   "What's yours?" instead of:

   "What's you--rs?"

c. For test 2, 1st L. should emphasize "your" when he moves to the second, third, and other members of the circle. Some of the learners might merely and incorrectly over-emphasize the word "name," thus:

   *What's your na--me? instead of:

   What's you--r name?

When preparing for this lesson, read it through, imagining how you would do each activity in detail, what you would do when changing activities, and timing each activity. Be sure and allow enough time for the test; it is an evaluation of the success of the lesson and your teaching. Do not be discouraged if you run out of time. Teachers who have used this guide have found that it took them several lessons before they became familiar enough with the procedures to finish a lesson, including the test, on time.

I. OBJECTIVES

A. Content

1. The learner will do as directed when the teacher asks him to:

    Please sit down.
    Please stand up.
    Please come in.
    Please come here.

2. The learner will be able to make requests such as:

    I want a pencil.
    I want a book.
    I want some paper.
    I want some chalk.

3. The learner will say, "Thank you," when he is given one of the items he has requested.

4. New vocabulary: A book, a pencil, some paper, some chalk.

5. The learner will lengthen the vowel of the stressed syllable of the nouns in objective 2 above, e.g.,

    I wa-nt some pa--per.   I wa-nt a boo--k.

Teaching Points.

a. Responding to common commands.

b. Requesting common objects.

c. Saying "Thank you" after a request has been granted.

d. Association of greater length with the vowel of a stressed syllable. Observe that the words with the longest vowels, "paper" and "book" in the examples, are associated with the high pitch of the sentence.

e. You may wish to substitute other commands more appropriate to your needs. If you do, keep them simple and few. The point is for the pupils to associate language with behavior (and in Objective 2, with objects).

B. Test: See page 5.

II. MATERIALS

1. Enough of the following objects so that each pupil may have one of them: pencils, books, paper, and chalk.

2. A puppet.

3. A sign, "STORE".

III. PROCEDURES

A. Review: See Step 3 below.

B. Presentation

1. Model: Have the class get in line outside the door. Point to the first pupil in line and say:

PLEASE COME IN, JANE.

Repeat with each and every pupil.

Use gestures to help the pupils understand the request. If they do not, take each by the hand (hopefully, only the first few) and lead each one in after each request.

2. Model: After all the pupils have entered the room and are sitting in their seats, make the following requests to the entire class as a group. Use hand gestures to help the children understand.

PLEASE STAND UP. (Then count the children.)

PLEASE SIT DOWN.

The use of "please" is of course optional. Use it or omit it, depending on which is more natural for you in a given situation. Also, vary the position of "please" e.g., "Sit down, please."

3. Model: Point to a child and, gesturing, call him. Repeat with each of the children.

PLEASE COME HERE.

WHAT'S YOUR NAME?

Both commands of Activity 3 should be addressed to the same child.

JOE. WHAT'S YOURS?

Prompt the question. This reviews matter from the previous lesson in the context of the new lesson.

| Mrs. / Miss / Mr. | ______. |

PLEASE SIT DOWN JOE.

Be sure and call him by name here.

4. Model: Give the commands below in random order several times. Pause after each command to allow time for compliance with the command.

PLEASE STAND UP, JOE.
PLEASE SIT DOWN, JOE.

PLEASE COME HERE, JANE.
PLEASE SIT DOWN, JANE.

Have Tom stand outside the opened door.

PLEASE COME IN, TOM.
PLEASE SIT DOWN, TOM.

5. Model: (3). Echo: ◯(3), ⨀. Model the phrase, "A pencil," then the sentence, "I want a pencil.", before modeling the phrase again. Similarly, have the children echo the phrase, then the sentence before they echo the phrase again.

The symbol, ⨀, suggests that you call on your pupils individually, but you need not call on each and every one of them. Calculate the time you should spend on this activity to allow you to finish the lesson in one period.

A PENCIL.	A PENCIL.	a pe--ncil
I WANT A PENCIL.	I WANT A PENCIL.	I wa-nt a pe--ncil.

6. Repeat step 5 for "a book," "some paper," and "some chalk."

7. Give each pupil a pencil, a book, some paper, or some chalk. Approach one of the pupils and say:

   I WANT [A / SOME] ____.

   Pause and have the pupil hand the object to you.

   THANK YOU.

8. Repeat step 7 with each learner.

9. Substitution: Place the books, pencils, paper, and chalk so the children can see all of them. Hold up an object. Have one of the pupils ask for it. Hand him the object he requests. Then have him say, "Thank you." Repeat with each learner at random.

JOE.	Joe: I WANT [A / SOME] ____. THANK YOU.	Provide the response by whispering it to him.
JANE.	Jane: I WANT [A / SOME] ____. THANK YOU.	Provide the response only if Jane fails to give it after you have given her sufficient time.

10. Free Dialog: Collect the objects from the children and arrange them in some way to make a store. Put the "STORE" sign up to represent a store. Let the pupils take turns being storekeeper and customers, the customers asking for the objects they want. For example:

Joe: I WANT {A / SOME} ____.

Jane hands the object to Joe.

Joe: THANK YOU.

C. Pronunciation

1. Have a puppet recite and then sing the song from Lesson 1 (Pronunciation, step 2).

2. Have the children sing each line of the song after the puppet.

3. Have the children recite each line of the song after the puppet.

If you need to save time for the test, omit the singing activity of steps 1 and 2.

Test:

1. Call on the pupils, one at a time, and give each as many of the five commands in the objectives as you have time for.

2. Repeat step 9 or 10.

Likely Errors

a. Failure to execute the different commands with the appropriate action.

b. A very short vowel where a long one is expected, e.g., I wa-nt a boo--k. ⟶ * I want a book. The asterisk indicates that what follows is incorrect in some way; the arrow, that is predicted that some children will substitute what follows the arrow for what precedes it.

The purpose of this lesson is to make certain that your pupils understand the gestures and oral directions you will use as classroom conventions for the four most common activities: model, echo, chain dialog, and free dialog. You have already shown your pupils the first classroom conventions, but you should be certain that they have learned them to the point of familiarity. Thorough knowledge of classroom conventions will save a great deal of precious class time for the more important task of learning the structure and use of English.

I. OBJECTIVES

A. Content

1. The learner will be able to follow the gestures and the oral directions given by the teacher.

2. The learner will be able to readily respond to the conventions of four types of activities: model, echo, chain dialog, and free dialog.

B. Test: See pages 6 and 7.

II. MATERIALS

A. Enough of the following objects so that every pupil can have one of any of them at any time: pencils, books, chalk, and paper.

B. A long stick and about two feet of string.

Teaching Points

a. To establish in the pupils the habit of listening to sentences in English.

b. To encourage the pupils to repeat what they have heard.

c. To accustom the pupils to focusing attention on the form of an activity by means of instructions which are clear and explicit to them.

III. PROCEDURES

A. Presentation

1. Model: (3). In this activity you provide a model which the pupils listen to but do not repeat. Stop if they repeat after you, shake your head, and say, "No!" - then repeat the procedure for model activity.

   WHAT'S YOUR NAME?

2. Echo: ○ (3), ◐ (2), ◑ (2), ⊙. "Echo" means you say the utterance once (provide the model) and the pupils repeat the utterance after you. Stop if the wrong segment of the class repeats after you, look at them, shake your head, and say "No!" - then repeat the procedure for echo activity.

   WHAT'S YOUR NAME?

   WHAT'S YOUR NAME?

   In a "model" activity the teacher models and the pupils listen; in an "echo" activity the teacher models and the pupils repeat after him.

Put your hand behind your ear, your index finger in front of your pursed lips and say "Sh" then "Listen." Say the utterance three (3) times in the manner and speed of normal conversation. Do not let any of the pupils imitate you while you are modeling. Stop if they do, shake your head, say "No!" then repeat the procedure for model.

The number in parentheses after the symbols indicates the number of times that particular segment of the class indicated by the symbols should echo the model you give. ○ stands for the whole class, ◐ for the half of the class to your right, ◑ for the half of the class to your left, ⊙ for one or more individuals.

For the whole-class repetition (○) say, "Repeat after me." Then with one hand make a wide sweeping gesture covering the whole class before you give the model. After you have given the model, make a gesture with the other hand to indicate you want some one to come to you, using all your fingers instead of just your index finger. For half class repetition say,

"Repeat after me," and indicate which side you wish to repeat after you by starting with one hand in the center of the group and make a sweeping gesture over the half you want to respond; then, immediately after you provide the model, give the gesture which indicates you want the pupils to imitate you. For individual echo ((•)), first give the model, then point to an individual or call him by name, and gesture for the pupil's response. When you have the pupils responding readily to these gestures, you will no longer need to say, "Repeat," or "Repeat after me."

3. Model: (3). Echo: (3), (2), (2), .

WHAT'S YOURS?

WHAT'S YOURS?

Follow the procedures and gestures in steps 1 and 2. For individual echo ((•)), call on every one of your pupils to repeat after you.

4. Chain Dialog. A chain dialog is a series of oral interchanges between pairs of pupils carried out in such a way that pupil A talks with pupil B, then pupil B talks with pupil C, then pupil C talks with pupil D, etc. Joe is seated next to Jane, Tom next to Joe, Mary next to Tom, etc. It is advisable that you start the chain dialog by taking the role of pupil A (Jane below) and that you complete the chain by responding to the last pupil to participate. This not only cues your pupils to what sort of dialog you expect, it also suggests to them that you like playing their "game."

Tell the pupils, "We are going to do a chain dialog." Always introduce a chain dialog activity with these words. Use the following oral instructions (preferably whispered) for as long as the pupils need such help. Phase them out as soon as possible.

First dialog:		Jane, ask Joe, "What's your name?"
	Jane: WHAT'S YOUR NAME?	Joe, say to Jane, "Joe. What's yours?"
	Joe: JOE. WHAT'S YOURS?	
	Jane: JANE.	Jane, tell Joe, "Jane."
Jane now turns to Tom for the second dialog:	Jane: WHAT'S YOUR NAME?	Jane, ask Tom, "What's your name?"
	Tom: TOM. WHAT'S YOURS?	Tom, say to Jane, "Tom. What's yours?"
	Jane: Jane.	
Tom now turns to Mary for the next dialog:		
	Tom: WHAT'S YOUR NAME?	Tom, ask Mary, "What's your name?"
	Mary: MARY, WHAT'S YOURS?	Mary, say to Tom, "Mary. What's yours?"
	Tom: TOM.	Tom, tell Mary, "Tom."
Mary now turns to Peter for the next dialog. And so on.		An alternative to these instructions would be to introduce the quoted utterances with "Repeat after me" and then to whisper the utterance in the pupil's ear.

5. Free Dialog: Have pairs of pupils come up to the front of the class. The first pair serves as a model for the activity. You might use puppets to demonstrate the activity.

Say to the children, "Let's do a free dialog." Always introduce a free dialog with these words. It would probably help if you drew two circles on the floor with chalk. The pairs of children are to stand in these two circles. Such an overt clue would probably suggest to the succeeding pairs of children that they are to imitate the previous pair.

Joe: WHAT'S YOUR NAME?

Whisper into Joe's ear telling him to say: "What's your name?"

Mary: MARY. WHAT'S YOURS?

Whisper into Mary's telling her to say: "Mary." "What's yours?"

Joe: Joe.

Whisper into Joe's ear, telling him to say "Joe".

Jane: WHAT'S YOUR NAME?
Tom: TOM. WHAT'S YOURS?
Jane: JANE.

Jane and Tom may be able to continue the drill without help. If they are not, give them the help they need.

Peter: WHAT'S YOUR NAME?
Paula: PAULA. WHAT'S YOURS?
Peter: PETER

Continue until all children have participated.

Test:

1. Model: (3). Echo: (3), (2), (2), . Hang a pencil from a long stick with a string. Make the pencil swing and, after you model, seize the pencil. When the pupils echo in groups, have one of the group seize the swinging pencil. When an individual echoes, he seizes the pencil.

   I WANT A PENCIL.

   I WANT A PENCIL.

2. Chain dialog: Place the pupils around your table, where you have laid the various objects: pencils, books, paper, and chalk.

   1st L: I WANT A PENCIL.

   THANK YOU.

   2nd L: I WANT A PENCIL.

   THANK YOU.

   3rd L: I WANT SOME PAPER.

   THANK YOU.

   ETC.

3. Free Dialog: Distribute the various objects to the pupils. Call on pairs of pupils to come to the front of the class and exchange objects in a dialog much like the following:

Call on Tom and Jane.

Tom: I WANT A PENCIL, JANE.

Jane gives Tom the pencil she has been holding in her hand.

Tom: THANK YOU.

Jane: I WANT SOME CHALK, TOM.

Tom gives her the piece of chalk he has been holding in his hand.

Jane: THANK YOU.

Call on Mary and Joe.

Mary: I WANT SOME PAPER, JOE.

Joe gives the paper to Mary he has been holding in his hand.

Mary: THANK YOU.

Joe: I WANT A BOOK, MARY.

Mary gives him the book she has been holding in her hand.

Joe: THANK YOU.

Call on another pair of pupils until all have participated. If the pupils are able to follow the directions and gestures you give them in the test, and do them readily, they have met the objectives of the lesson.

Introduction

The question "What do you have?" is taught and learned in this lesson as a cue, not as a sequential linguistic and structural objective. See Guide page

I. OBJECTIVES

A. Content

1. The learner will be able to answer:

   I have [a / an] ______.

   to the question:

   What do you have?

2. New vocabulary: an orange, an apple

3. The learner will be able to pronounce (ə) in unstressed words like "a" and "an," as in:

   I have an apple.
   I have a book.

B. Test: See pages 6 and 7.

Teaching Points

a. The use of the article "a" (ə) before nouns which begin with a consonant sound.

b. The use of the article "an" (ən) before nouns which begin with a vowel sound.

c. The position of the direct object.

d. The unstressed mid-central vowel (ə) is said with the highest part of the tongue in the center of the mouth, midway between the front and back and halfway to the roof of the mouth. The lips are not rounded. This is sometimes referred to as the schwa.

II. MATERIALS

A. Enough of each of the following objects for all the children and yourself: pencils, books, oranges, apples, and paper sacks.

B. Picture of a tree.

C. Song: for the song in step 5 of the pronunciation section use the tune of "Here We Go Round The Mulberry Bush," Birchard Music Series - Kindergarten (California State Series). p. 9.

III. PROCEDURES

A. Presentation

1. Free Dialog: Greet each pupil by name.

GOOD MORNING, JANE. — Or "Good afternoon," as the case may be.

GOOD MORNING, MISS _____. — Or "Mr." or "Mrs.," as the case may be.

2. Distribute the apples, oranges, pencils, and books, giving one of each to every child. Model the sentence before you model the phrase again. Do the same in the echo activity. Model: (2). Echo: ◯ (3), ⊙.

AN APPLE. — Hold up an apple.

AN APPLE. — The children hold up an apple.

I HAVE AN APPLE.

I HAVE AN APPLE.

3. Repeat the procedures of step 2. Model: (2).
Echo: ◯ (2), ⊙.

AN ORANGE

AN ORANGE — An o--range

I HAVE AN ORANGE.

I HAVE AN ORANGE. — I ha-ve an o--range.

4. Echo: ◯ (3), ⊙.

I HAVE A PENCIL.

I HAVE A PENCIL. — I ha-ve a pe--ncil.

5. Echo: ◯ (3), ⊙.

I HAVE A BOOK.

I HAVE A BOOK. — I ha-ve a boo--k.

6. Model: (3).

WHAT DO YOU HAVE?

7. Echo and teacher's response: Model the question and after the class echoes, respond with "I have a book," while holding a book close to you.

WHAT DO YOU HAVE?

◯ WHAT DO YOU HAVE? — Wha-t do you ha--ve?

I HAVE A BOOK.

8. Repeat step 7, substituting "a pencil" for "a book," then "an apple" for "a pencil," and finally "an orange" for "an apple."

WHAT DO YOU HAVE?

○ WHAT DO YOU HAVE?

I HAVE A PENCIL.

WHAT DO YOU HAVE?

○ WHAT DO YOU HAVE?

I HAVE AN APPLE.

WHAT DO YOU HAVE?

○ WHAT DO YOU HAVE?

I HAVE AN ORANGE.

9. Repeat steps 7 and 8 randomly.

10. Free Dialog: Place one of the objects, e.g., a pencil, on a pupil's desk. Point to it and ask one of your pupils:

WHAT DO YOU HAVE?

I HAVE [A PENCIL. / A BOOK. / AN APPLE. / AN ORANGE.]

Call on as many pupils as time permits, remembering to save time for the test.

11. Chain Dialog: Have each learner hold one of the objects in his hand under his chair. Ask one of the children:

WHAT DO YOU HAVE?

I HAVE [A / AN] ____.

As the learner responds, he should show the object. He then asks his neighbor:

1st L: WHAT DO YOU HAVE?

2nd L: I HAVE [A / AN] ____.

2nd L shows the object as he responds.

Continue until all have participated and you have responded to the last child to ask the question.

C. Pronunciation

1. Model: (2). Echo: ◯ (4), ⊙.

A BOOK

A BOOK

Hold a book in your hand. A boo--k (ə buk)

2. Distribute the books and the pencils. Model: (2). Echo: ◯ (4), ⊙.

Hold a book in your hand. The children each hold up a book.

I HAVE A BOOK.

I HAVE A BOOK.

Hold a pencil in your hand. The children each hold up a pencil.

I HAVE A PENCIL.

I HAVE A PENCIL.

3. Distribute the apples and oranges. Model: (2). Echo: ◯ (4), ⊙.

The child who is asked looks into his paper sack and answers with the following statement, choosing the appropriate name of the object he has in his sack.

I HAVE A BOOK. / A PENCIL. / AN ORANGE. / AN APPLE.

c. (ə) → *(a) in "a" and "an." (a) is the low central vowel heard in New England (as in "bath," but not in "a" and "an") and is a significant sound in Spanish and Japanese.

d. (ə) → *mid-front diphthong (ey) for "a" (rhymes with "gay").

Lesson 5

I. OBJECTIVES

A. Content

1. The learner will be able to ask the question:

   Do you have [a / an] ________?

2. The learner will be able to answer this question with:

Yes, I do. No, I don't.

3. New vocabulary: a banana, an eraser.

4. The learner will be able to produce the rhythm pattern of yes-no questions:

   Do you ha-ve / a boo--k?

B. Test: See page 5.

II. MATERIALS

A. One book for each of the boys

B. One eraser for each of the boys

C. A banana for each of the girls

D. A pencil, an orange, and an apple

E. Two hand puppets: one of a boy, the other of a girl

Teaching Points

a. Yes-no questions with "do."

b. Affirmative and negative short answers to yes-no questions with "do."

c. Subjects "I" and "you" go with "do."

d. In short answers, "do" goes with "yes," "don't" with "no."

e. The rhythm pattern of some yes-no questions:

   1) A rise in pitch on the last stressed syllable of the sentence

   2) Longer (in time) vowels in stressed syllables

   3) Phrasing according to a syntactical or "grammatical" function like the direct object, "a book" in "Do you have / a book?"

III. PROCEDURES

A. Review

1. Let the children see you put a pencil and a book in two separate paper sacks. Give a paper sack to each of two pupils, who peek into them. One approaches the other, asking him to guess what is in the paper sack in the following fashion:

You will probably have to demonstrate this activity.

1st L: WHAT DO YOU HAVE?

2nd L: I HAVE A PENCIL.

2nd L looks into his paper sack before responding.
Do not correct short answers such as: "A pencil." Do correct responses without the article, such as: "Pencil."

1st L: WHAT DO I HAVE?

2nd L: YOU HAVE A BOOK.

1st L: YES, I DO.

If he should respond, "You have a pencil," prompt the 1st L to say, "No, I don't," and shake his head.

The child should nod his head when he gives the affirmative answer.

2. Call on other pairs of pupils.

B. Presentation

1. Hold up the two hand puppets and through them model the following dialog:

Joe: HELLO. WHAT'S YOUR NAME?

Jane: JANE. WHAT'S YOURS?

Joe: JOE. I HAVE A PENCIL.
WHAT DO YOU HAVE?

Jane: I HAVE A BOOK. DO <u>YOU</u> HAVE A BOOK?

Shows a book.

Joe: YES, I DO. DO YOU HAVE A PENCIL?

Jane: NO, I DON'T.

Shows empty hands.

2. Model: (2). Echo: (3). Then have the girls echo after puppet Jane and the boys after puppet Joe; distribute the books to the boys. Use hand puppets. Have the pupils echo line by line. Although this dialog is taken from that of step 1, do not emphasize "you" here in order to demonstrate the normal intonation pattern. (See objective 4)

Jane:	DO YOU HAVE A BOOK?	
		DO YOU HAVE A BOOK?
Joe:	YES, I DO.	
		YES, I DO.
	DO YOU HAVE AN ORANGE?	
		DO YOU HAVE AN ORANGE?
Jane:	NO, I DON'T.	
		NO, I DON'T.

3. Imitation: Call Joe and Jane (the pupils you named the puppets after) to the front. Give them the hand puppets and have them repeat the dialog of step 2 above as best they can. Call on other pairs of pupils to do the same.

Do not expect perfect imitation at this time. Prompt the words if necessary.
Collect the puppets and use them for steps 4 through 7.

4. Model: (3), Echo: (3), .

I HAVE A BANANA.

I HAVE A BANANA.

I ha-ve a bana--na. Puppet Jane should be holding a banana.

5. Model: (3). Echo: (3), .

I HAVE AN ERASER.

I HAVE AN ERASER.

I ha-ve an era--ser. Puppet Joe should be holding an eraser.

6. Distribute the bananas to the girls, and the erasers to the boys. Have the girls echo after puppet Jane, and the boys after puppet Joe; model: (2). Echo: (3).

Jane: DO YOU HAVE AN ERASER?

Joe: YES, I DO.
DO YOU HAVE A BANANA?

Jane: YES, I DO.

7. Collect the bananas and the erasers. Model: (2) Echo: (3). Again, have the girls echo after puppet Jane, and the boys after puppet Joe.

Jane: DO YOU HAVE A BANANA?

Joe: NO, I DON'T.
DO YOU HAVE AN ERASER?

Jane: NO, I DON'T.

8. Free Dialog: Call on two pupils. Give one the banana, the other the eraser. Have them imitate the puppets' dialogs. Allow them to ask either question first (i.e., the one about the banana or the one about the eraser), but accept only realistic responses, e.g., "Yes, I do," if the child does have a banana. Call on other pairs of pupils.

Test:

Chain Dialog: Distribute the objects so that each child has one. Some of the pupils will have the same objects. Have them hold their objects behind their backs. Have Joe ask Jane:

Joe: DO YOU HAVE A BOOK?

Jane: YES, I DO.
NO, I DON'T.

Jane shows her object to prove the appropriateness of her answer. It is now Jane's turn to ask someone else. Continue till all have participated.

Likely Errors

a. It would not be incorrect for the learner to say "You have a book?" for "Do you have a book?" but he needs to learn the construction with "do" as well.

b. It would not be incorrect for the learner to use the intonation pattern for statements, e.g.,

Do you have a book?

but he needs to learn the intonation pattern indicated in the content of objectives.

Do you have a pencil? ⟶

*Do you have a pencil?

Lesson 6

Introduction:

Although this lesson introduces new vocabulary, it has a more significant objective, that of showing the pupils how new vocabulary fits into sentence types with which they are already familiar. The process by which they learn this is substitution: the new noun phrases fit into the sentence in the places of noun phrases they already know.

I. OBJECTIVES

A. Content

1. New vocabulary: a box, a doll, a puppet, a puzzle, and an airplane.

2. The learner will be able to use the new vocabulary in the following sentence patterns:

   I have ________.

   Do you [have / want] ______?

3. The learner will be able to pronounce [ə] in "a," "an," and in unstressed syllables of words like "banana."

II. MATERIALS

A. A puppet, a puzzle, a banana, an eraser, a pencil, an orange, a book, and an apple.

B. As many toy airplanes as there are boys in the class.

C. As many dolls as there are girls in the class.

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned

b. The unstressed mid-central vowel [ə]

c. [ə] for the vowels of unstressed syllables of "banana" [bənænə]

d. The use of "a" [ə] before nouns which begin with a consonant sound

e. The use of "an" [ən] before nouns which begin with a vowel sound.

D. Four paper sacks

E. The picture of the tree you used in lesson 4

III. PROCEDURES

A. Review

1. Give each of four pupils a paper sack, containing either a banana, a book, an eraser, or a pencil. Have the 1st L. ask Jane (who doesn't have a sack):

1st L:	WHAT DO I HAVE?	
Jane:	YOU HAVE AN ERASER.	
1st L:	NO, I DON'T. WHAT DO I HAVE?	1st L approaches a second pupil, Joe.
Joe:	YOU HAVE A BANANA.	
1st L:	YES, I DO.	1st L shows the banana.

2. Repeat until all four pupils with paper sacks have elicited correct guesses from their classmates. If you have time, have four other pupils hold the paper sacks and ask the questions.

B. Presentation

1. Model: (3). Echo: ◌ (2). Model the sentence before you model the phrase again. Do the same for the echo activity. Call on only the boys individually.

AN AIRPLANE

AN AIRPLANE

I HAVE AN AIRPLANE.

I HAVE AN AIRPLANE.

2. Repeat steps 1 and 2 with "a doll." Call on only the girls individually.

3. Echo: (2). Distribute the dolls to the girls and the airplanes to the boys. Pair boys with girls and have the members of a pair face each other, the boys in a line on your right, the girls in a line on your left. Use your gestures for half-class echo (,).

DO YOU HAVE AN AIRPLANE?

Girls: DO YOU HAVE AN AIRPLANE?

YES, I DO. WHAT DO <u>YOU</u> HAVE?

Emphasize "you."

Boys: YES, I DO. WHAT DO <u>YOU</u> HAVE?

Insist that the boys emphasize "you."

I HAVE A DOLL.

Girls: I HAVE A DOLL.

4. Repeat steps 1, 2, and 3 with "puppet" and "puzzle."

5. Repeat steps 1, 2, and 3 with "box" and "banana."

This time have the boys repeat the first and last lines of the dialog in step 3.

6. Have a pair come to the front. Give them any two objects from the MATERIALS list (except the paper sacks). Cue them to have a dialog like that of step 3 by demonstrating this activity with a pair

of puppets, then giving the puppets to the pair of pupils. Repeat with other pairs of pupils. Allow any correct sentences, e.g., "A doll" for "I have a doll" in answer to "What do you have?"

7. Put all the objects listed under MATERIALS on your table. Have all the pupils come up around the table. Say to each one:

DO YOU WANT (name of object)?

1st L: YES, I DO.

THANK YOU

If he says, "No, I don't," ask him if he wants another object. When he answers in the affirmative hand him the object.

DO YOU HAVE (name of object):

1st L: YES, I DO.

Name the object you have given him. With some of the pupils name an object you have not given them and expect the responses, "No, I don't. I have a ______."

Continue this activity until all the pupils have participated

8. Now let a pupil take your place and ask two other pupils the questions in step 7. Continue until all have had a chance to play your role in step 7.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

I HAVE A BANANA.

I HAVE A BANANA.

[ay haev ə bənaenə]

2. Chain dialog. Pass the banana first, then ask:

WHAT DO YOU HAVE?

1st L: I HAVE A BANANA.

WHAT DO YOU HAVE?

2nd L: I HAVE A BANANA.

WHAT DO YOU HAVE?

ETC.

[wə(t) də yuw haev] The 1st L passes the banana before asking the question

3. Recite the lines of the song, then sing it. Have the pupils join you at least on the refrain "plant a tree." After they have sung it a few times, have them join you (at least on the refrain "plant a tree") in recitation of the lines. Finally have them say the refrain without you.

THIS IS THE WAY WE PLANT A TREE, PLANT A TREE,
PLANT A TREE.
THIS IS THE WAY WE PLANT A TREE.
AND WALK AROUND SO ALL CAN SEE.

The underlined A's are pronounced [ə]. Sung to the tune of "Here We Go Round the Mulberry Bush," as in Lesson 4.

Test:

1. Have the entire class face the back of the classroom. Distribute the airplane, the ball, the box, the puppet, and the puzzle to five pupils whom you have previously called to the front of the class. They hold their objects behind them so that when the rest of the class turns around, they cannot see the objects. Ask them to turn around call on one of them, e.g., Joe, to approach the five pupils hiding their objects from view. Joe has to guess what is behind each child, asking questions like:

Joe: DO YOU HAVE A BALL?

Likely Errors

a. An airplane → *a airplane.

b. ə → * [a] in "a," "an," and in the first and third syllables of "banana."

1st L: YES, I DO	
Joe: DO YOU HAVE A PUPPET?	Joe approaches a second pupil.
2nd L: NO I DON'T. I HAVE AN AIRPLANE.	

And Joe continues till he has asked all five pupils.

2. Chain Dialog: Provide the objects as they are needed.

DO YOU HAVE A PENCIL? 1st L: NO, I DON'T.	1st L doesn't have a pencil.
DO YOU WANT A PENCIL? 1st L: YES, I DO. THANK YOU.	Hand the pencil to 1st L. If 1st L says, "No, I don't," ask him the same sort of question about another object.

Repeat this dialog in chain fashion with the rest of the pupils using the new vocabulary, as follows:

1st L: DO YOU HAVE A BANANA?	1st L holds a banana.
2nd L: NO, I DON'T.	2nd L doesn't have a banana.
1st L: DO YOU WANT A BANANA?	1st L hands over the banana.
2nd L: YES, I DO. THANK YOU.	
2nd L: DO YOU HAVE A PUZZLE?	2nd L holds a puzzle.
3rd L: NO, I DON'T.	3rd L doesn't have a puzzle.
2nd L: DO YOU WANT A PUZZLE?	
3rd L: YES, I DO. THANK YOU.	2nd L hands over the puzzle.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Does [Joe / Jane] have [a / an] ______?

2. The learner will be able to answer such questions with:

   Yes, [he / she] does.

   No, [he / she] doesn't.

3. New vocabulary: a dog, a cat.

4. The learner will be able to pronounce [ə] in unstressed words like "does," "a," and "an," as in:

   Does Jane have a cat?

   Does Joe have an airplane?

B. Test: See page 6.

II. MATERIALS

A. One of each of the following: an apple, an orange, a banana, a toy dog, a toy cat, and a doll.

Teaching Points

a. Yes-no questions with "does."

b. Affirmative and negative short answers to yes-no questions with "does."

c. Subjects "Joe" and "Jane" and the subject pronouns "he" and "she" go with "does."

d. "He" replaces a masculine name while "she" replaces a feminine name.

e. The unstressed (mid-central vowel) schwa [ə]

B. Enough of the following cutouts so that each learner may have three different cutouts and you have one of each: an orange, an apple, a banana, a dog, and a cat.

C. The two puppets from lesson 1.

III. PROCEDURES

A. Review

1. Model the following with the puppets several times. Then give pairs of pupils a chance to be the puppet voices. Identify the puppets, Joe and Jane, before you begin the dialog. The puppets' names are arbitrary; choose your own names, preferably from among your pupils.

Joe: I HAVE A BALL.
DO YOU HAVE A BALL?

Puppet Joe holds up the ball.

Jane: NO, I DON'T. I HAVE AN ORANGE.

Puppet Jane holds up the orange.

2. Give an orange to a boy and a doll to a girl.

Mary: JOE, DO YOU HAVE A DOLL?

Whisper the question into Mary's ear.

Joe: NO, I DON'T. I HAVE AN ORANGE.

3. Repeat step 2 by having Joe ask Mary if she has an orange. Repeat with other pairs of pupils.

You will probably not have to provide the question for the succeeding pairs of pupils.

B. Presentation

1. Give an apple to Jane.
Model: (3). Echo: (3).

Point to Jane. The pupils point to Jane.

SHE HAS AN APPLE.
SHE HAS AN APPLE.

2. Model: (3). Echo: ◯ (3), ⊙ (3).

Call on only three pupils individually: ⊙ (3).

DOES JANE HAVE AN APPLE?
DOES JANE HAVE AN APPLE?

YES, SHE DOES.
YES, SHE DOES.

If your pupils anticipate the response and instead of echoing, they respond with "yes, he does," change the activity to a free dialog.

3. Give an apple to Joe.
Model: (3). Echo: ◯ (3).

HE HAS AN APPLE.
HE HAS AN APPLE.

Point to Joe.
The pupils point to Joe.

4. Model: (3). Echo: ◯ (3), ⊙ (3).

Call on three other pupils individually.

DOES JOE HAVE AN APPLE?
DOES JOE HAVE AN APPLE?

YES, HE DOES.
YES, HE DOES.

Joe holds up the apple. Again, if your pupils respond instead with "Yes, he does," change the activity to a free dialog.

Take the apple from Joe and give him an orange. Do this with wide sweeps of the arm so that the children will notice the exchange.

DOES JOE HAVE AN APPLE?
DOES JOE HAVE AN APPLE?

NO, HE DOESN'T.
NO, HE DOESN'T.

5. Response: ◯ (2), ⊙.

DOES [JANE / JOE] HAVE AN APPLE?
YES, [SHE / HE] DOES.

Jane and Joe should actually be holding an apple. Correct every mistake in the use of "he" and "she."

6. Free Dialog: Have the pupils come up and stand around the desk or table on which you have placed the following: an orange, an apple, a banana, and a ball. Give John a banana and Mary a ball.

DOES JOHN HAVE AN APPLE?

1st L: NO, HE DOESN'T.
HE HAS A BANANA.
DOES MARY HAVE A BALL?

The 1st L addresses the question to the 2nd L.

2nd L: YES, SHE DOES.

Give two different objects to two other pupils and repeat. Continue with other pairs of pupils till all have participated.

7. Hold up the cutout of the toy cat.
Model: (2). Echo: ◯ (2).

A CAT.

A CAT.

8. Free Dialog: Give the toy cat to Joe. Have a different pupil hold the toy cat at different times so you can vary the questions, e.g., "What does Jane have?" "What does Tom have?" etc., and elicit "he" and "she" from the children when they respond.

WHAT DOES JOE HAVE?

HE HAS A CAT.

9. Repeat steps 7 and 8 with the toy dog.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙ (3).

Lesson 7

DOES.

DOES.

"Does" is pronounced [dəz] .

As suggested in lesson 4, help those pupils who seem to be having difficulty with the schwa [ə] sound by demonstrating how the muscles in the mouth are relaxed when this sound is made. Have the pupils imitate.

2. Model: (3). Echo: ◯ (3), ⊙ (3).

DOES JOE HAVE A DOG?
YES, HE DOES.

DOES JOE HAVE A DOG?
YES, HE DOES.

Give the cutout of the toy dog to Joe.
The pupils are to repeat the entire dialog. Call on only three pupils to respond individually.

3. Model: (3). Echo: ◯ (3), ⊙ (3).

DOES JANE HAVE A CAT?
YES, SHE DOES.

DOES JANE HAVE A CAT?
YES, SHE DOES

Give the cutout of the toy cat to Jane.

Call on three other pupils to respond individually.

Test:

Seat the pupils around a table. Give each an envelope containing three different cutouts. (See MATERIALS.) Have copies of all the cutouts visible to the pupils to remind them of the possible guesses they can make in the guessing game (or visible in front of the pupils).

Model:

DOES JOE HAVE AN ORANGE?

Check his envelope. If it contains an orange cutout, hold it up and nod your head. If not, shake your head. As you nod or shake your head give the appropriate response:

YES, HE DOES. NO, HE DOESN'T.

Have a pupil ask about the contents of another pupil's envelope.

DOES JANE HAVE AN APPLE?

A second pupil checks the envelope in question and answers the question.

YES, SHE DOES. NO, SHE DOESN'T.

Continue in this fashion, giving every pupil a chance to participate in both asking and answering the questions.

Likely Errors

a. Does Joe have an orange?
   *Do Joe have an orange?

b. Does Jane have an orange?
   *Does Jane has an orange?

c. "She" for "Jane." ⟶ *"He" for "Jane."

d. "He" for "Joe." ⟶ *"She" for "Joe."

e. [ə] for *[a] in "does."

Note: Errors will vary according to the native language of your pupils. For example, Spanish speakers are likely to make a above, but not errors c and d.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   What does [Joe / Jane] have?

2. The learner will be able to answer such questions with:

   [He / She] has [a / an] ______.

3. New vocabulary: an egg, a cookie.

4. The learner will be able to pronounce (iy) in words like "he" and "she," as in:

   He has a cookie. She has an egg.

B. Test:

Teaching Points

a. What questions about the direct object of the verb, i.e., questions in which what replaces the direct object of the underlying statement, e.g., "He has a book" becomes "What does he have?"

b. "He" as a replacement of a masculine name.

c. "She" as a replacement of a feminine name.

d. "Has" goes with "he" or "she."

e. The high front diphthong (iy). This is a vowel which starts with the front part of the tongue very high and forward in the mouth and moves (hence the name "diphthong") even higher and more forward. It is tense, not relaxed like (ɛ). The lips tend to stretch into a kind of smile.

II. MATERIALS

1. Enough cutouts of cookies and eggs so that everyone (including yourself) can have one of each.

2. An orange, a ball, a paper bag or box, and a toy airplane.

3. Two puppets with legs and knees.

III. PROCEDURES

A. Review:

1. Model: (2). Echo: 5 pairs of pupils, one a boy, the other a girl.

Model the following dialog with puppets. Give the puppets to individual pairs of pupils for the echo exercise.

Call on only five pairs of pupils individually. Give the boy puppet to the boy in the pair, the girl puppet to the girl.

HI, JOE. WHAT DO YOU HAVE?

HI, JOE. WHAT DO YOU HAVE?

Show the boy puppet holding the toy airplane.

I HAVE AN AIRPLANE.

I HAVE AN AIRPLANE.

2. Free Dialog: Give the airplane to Joe and give him the boy puppet.

Jane: HI, JOE. WHAT DO YOU HAVE?

You might prompt by whispering the greeting and the question. Or you might also wish to introduce here, as classroom conventions, such instructions as "Jane, say to Joe, 'Hi, Joe. What do you have?'"

Joe: I HAVE AN AIRPLANE.

You might prompt Joe in the same way you promted Jane.

3. Repeat step 2, using an apple and an orange and giving two other pairs of pupils an opportunity to participate. Do not prompt unless you have to.

B. Presentation

1. Model: (2). Echo: ◯ (3). Model the sentence before you model the phrase again. Do the same in the echo activity.

Hold up a cutout of a cookie. The children hold up their cookies.

A COOKIE.

A COOKIE.

Hold the cookie close to you. The children hold their cookies close to them.

I HAVE A COOKIE.

I HAVE A COOKIE.

Collect the cookies.

2. Repeat step 1, but this time use egg cutouts.

AN EGG.

AN EGG.

I HAVE AN EGG.

I HAVE AN EGG.

3. Model: (3). Echo: ○ (3), ⊙. Have Jane come to the front of the class. Give her an egg. Point to her and say:

SHE HAS AN EGG.

SHE HAS AN EGG.

The pupils point to Jane, too, when they echo.

4. Response: ○ (3), ⊙ (5). Jane remains in front of the class with the egg in her hand.

WHAT DOES JANE HAVE?

SHE HAS AN EGG.

First the entire class responds to the question; this is done three times. Then, five different individuals (or half of your class) are asked to respond to the questions.

5. Model: (3). Echo: ○ (3), ⊙. Have Joe come to the front of the class. Give him a cookie. Point to him and say:

HE HAS A COOKIE.

HE HAS A COOKIE.

The pupils point to Joe, too, when they echo.

6. Response: Have another pupil, say Mary, point to Joe and ask the question; the rest of the class responds in chorus. Repeat with other children taking Mary's role.

Mary: WHAT DOES JOE HAVE?
○: HE HAS A COOKIE.

Vary the activity after a while by giving the cookie to Mary, eliciting "What does Mary have?" and "She has a cookie."

7. Free Dialog: Give Jane a cookie and Joe an egg. Have Mary point to either Jane or Joe and ask the question; the rest of the class responds in chorus. Repeat with other children taking Mary's role.

Mary: WHAT DOES [JOE / JANE] HAVE?

○: [HE / SHE] HAS [AN EGG. / A COOKIE.]

Correct pupils who say "do" for "does" or "has" for "have" by giving the correct form. Do not try to explain the rules. Correct any confusion between "he" and "she" by giving the erring pupil the correct form. Do not try to explain the rules.

C. PRONUNCIATION

1. Model: ○ (3). Echo: ○ (3).

HE.

HE.

SHE.

SHE.

If the pupils have difficulty imitating (iy) accurately, demonstrate by showing the movement of your tongue (up and forward) between your lips so they can see the tongue's movement.

2. Model: (2). Echo: ○ (3), ⊙. The children are to echo line by line.

"Knee" is pronounced (niy).

I HAVE A KNEE.

I HAVE A KNEE.

Point to one of your knees.
The children each point to one of their knees.

YOU HAVE A KNEE.

YOU HAVE A KNEE.

Point to a knee of a child you are looking at.
Each child points to the knee of a neighbor.

AND HE DOES, TOO.

AND HE DOES, TOO.

Hold up the boy puppet for the last line in step 2.

3. Repeat step 2, but this time hold up the girl puppet to elicit "And she does, too."

4. Model the three lines above. Then invite individuals to recite them with you.

Do step 4 only if time permits.

Test:

Have the pupils come up one at a time to pull one [illegible] the
following from a paper bag or box: an orange, a ball, a puppet,
an egg, or a cookie. Have a second pupil, Tom, ask, "What does
Joe have, Jane?" If Jane answers correctly, she may come up and
draw from the bag next and Tom (the second pupil) asks the
question of anyone he chooses from the class. Give every pupil
an opportunity to ask and answer questions.

Likely Errors

1. "He" as a subsitute for a feminine name.
2. "She" as a substitute for a masculine name.
3. He has a cookie. ⟶ *He have a cookie.
4. English (i) or the nearest approximation from the pupil's native language (e.g., Spanish [i^]) for (iy).

Introduction:

Some lessons, like this one, do not introduce any new features of English syntax and pronunciation. Instead, they serve to help the pupil become more familiar (i.e., be able to use more readily) structures he is already acquainted with. Also, they serve to put different sets of structures, which were previously taught separately, side by side in the same lesson so that their similarities and their differences indicate their part in the system of English. Here for example, yes-no and what questions are both shown to be questions, but of different types demanding different forms for answers. They both require that "have" goes with "does," yet in the answers to them "does" reappears in the response to yes-no questions but not in the response to what questions. There is no test in these lessons.

I. OBJECTIVES

A. Content

The learner will be able to use more readily sentences like the following by using them in appropriate situations:

Does Joe have ______?
Yes, he does.
No, he doesn't.

Does Jane have _____?
Yes, she does.
No, she doesn't.

What does Joe have?
He has ___________.

What does Jane have?
She has ___________.

Teaching Points

a. The difference between yes-no questions and what questions (where "what" replaces the direct object of the underlying statement).

b. The use of "have" with "does" in both what questions and yes-no questions.

c. Affirmative and negative short answers to yes-no questions.

d. The use of "does" or "have" with "he," "she," or a proper name as subject.

e. The obligatory distinction between "he" and "she."

II. MATERIALS

A. Cutouts: an apple, an orange, an egg, a banana, a cookie

B. Toys: a cat, a dog, a doll, a ball, an airplane

III. PROCEDURES

A. Presentation

1. Free Dialog: Have Joe and Jane come up by your desk. Have Joe go behind the desk with a ball. Have Jane stand where she can see what Joe has. You stand in front of the desk and ask Jane:

DOES JOE HAVE AN AIRPLANE?
Jane: NO, HE DOESN'T.

WHAT DOES HE HAVE?
Jane: HE HAS A BALL.

Emphasize "does."

Have Joe and Jane exchange places and give Jane a doll. Now ask Joe:

DOES JANE HAVE A DOLL?
Joe: YES, SHE DOES.

When you "guess" correctly, you get to take Jane's place behind the desk, and a pupil takes your role of asking the questions. Make him really guess by not showing him the hidden object. Continue with several other pupils taking your role of asking questions.

2. Now show each of the food items listed under MATERIALS to all the children, so they know which items will be included in the game. Secretly take one of the items and hold it

where only Jane can see what you have selected. Then just as secretly give it to Mary. Have Joe ask Jane:

Joe:	DOES MARY HAVE _____?	If Joe guesses correctly, the dialog ends here and Joe will take Jane's place. Jane sits down and you call on another pupil to do the guessing.
Jane:	YES, SHE DOES.	
Jane:	NO, SHE DOESN'T.	If Joe does not guess correctly (which is more likely to happen), the dialog continues as indicated here.
Joe:	WHAT <u>DOES</u> SHE HAVE?	Joe should emphasize "does."
Jane:	SHE HAS _________.	

Call on another pupil to do the guessing. Secretly select a new object and give it to Peter, asking Jack to guess. Joe will take Jane's place, and the game continues:

Jack:	DOES PETER HAVE____?	
Joe:	NO, HE DOESN'T.	If he doesn't have the object.
Jack:	WHAT <u>DOES</u> HE HAVE?	
Joe:	HE HAS _________?	

Continue with other pupils guessing and responding.

3. Place the toys listed under MATERIALS so the pupils may see the items that will be used in the same game. Put the four items in four paper sacks so the pupils cannot see which item is in which sack.

Divide the class into two teams. Have Tom from team # 2 come up; give him a sack. Have Joe and Jane from team # 1 come up and have Joe ask Jane:

Joe: DOES TOM HAVE _____?

Jane: YES, HE DOES.
NO, HE DOESN'T.

If Joe has guessed correctly, give team # 1 a point. If Tom doesn't have the item, team # 2 gets a point, and the dialog continues.

Joe: WHAT DOES HE HAVE?

Jane looks in Tom's sack.

Jane: HE HAS _______.

Have Jane sit down and Mary from team # 2 come up. Give Joe a different sack and have Mary ask Tom:

Mary: DOES JOE HAVE ___?

Tom: YES, HE DOES.
NO, HE DOESN'T.

Mary: WHAT DOES HE HAVE?

Tom: HE HAS _______.

Have Tom sit down and have Jane from team # 1 (or another member from team # 1) come up again. Have her ask Joe the questions after you give Mary a different sack.

Follow the directions above.

Team # 2 gets a point.
Team # 1 gets a point.

Jane: DOES MARY HAVE ____?

Joe: YES, SHE DOES. / NO, SHE DOESN'T. — Team # 1 gets a point. / Team # 2 gets a point.

Jane: WHAT <u>DOES</u> SHE HAVE?

Joe: SHE HAS ________.

Have Joe sit down and have Tom come up and address the following questions to Mary from team # 2 (or another member from team # 2) after you give a different sack to Jane.

Tom: DOES JANE HAVE ____?

Mary: YES, SHE DOES. / NO, SHE DOESN'T. — Team # 2 gets a point. / Team # 1 gets a point.

Tom: WHAT <u>DOES</u> SHE HAVE?

Mary: SHE HAS ________.

Continue in this manner until everyone has participated and each team has had an equal number of chances to guess. By continuing with this procedure you can insure the participation of all the pupils in both roles of the dialog. At the end of the game tally the points and clap for the winners.

INTRODUCTION

This, like lesson 9, does not introduce any new structues; instead, it serves to help the pupils become familiar with ways to put together and pronounce sentences as well as with similarities and differences between sets of structures. Lessons like 9 and 10 will be referred to as plateau lessons.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Do you [have / want] a ________?

2. The learner will be able to answer such questions with:

[Yes, I do. / No, I don't.]

3. The learner will be able to ask questions like:

Does [Joe / Jane] [have / want] a ________?

4. The learner will be able to answer such questions (objective 3) with:

Yes, [he / she] does.

No, [he / she] doesn't.

Teaching Points

a. Short answers with "do" and "does."

b. Subjects "I" and "you" go with "do" while subjects "he" and "she" go with "does."

c. "He" replaces a masculine name while "she" replaces a feminine name.

d. The rhythm pattern of some short answers:
   1) A high falling pitch on "yes" and "no."
   2) A rise in pitch followed immediately by a fall on "do," "don't," and "doesn't" (with the low pitch after the rise on the second syllable of "doesn't").
   3) Longer (in time) vowels in the syllables under high pitch (which are also stressed).
   4) Phrasing which separates "yes" and "no" from the rest of the sentence.

5. New vocabulary: a sweater.

6. The learner will be able to produce the rhythm of short answers, e.g.,

   Yes, / I do.

   No, / I don't.

   No, / he doesn't.

II. MATERIALS

1. Classroom materials, a sweater, a puzzle, a ball, a toy cat, a toy dog, boy and girl puppets, and a book.

2. Pictures: one of a girl wearing a sweater, another of a boy wearing a sweater.

3. Enough dog and cat cutouts so each pupil may have either one or the other.

III. PROCEDURES

A. Presentation

1. Give each pupil either a dog or cat cutout and have him hold it behind his back. Stand behind a pupil and have another pupil ask:

DOES JOE HAVE A DOG?

NO, HE DOESN'T. YES, HE DOES.

Have Joe show what he has after each guess. Repeat the procedure several times, each time standing behind a different pupil and choosing another to ask the question.

2. Model: (3). Give one of the pupils (Mary) a pencil to hold and present the following dialog with the puppets Joe and Jane.

Joe:	DO YOU HAVE A PENCIL?	
Jane:	NO, I DON'T. I HAVE AN ERASER.	She is holding an eraser.
Joe:	DOES TOM HAVE A PENCIL?	Asking about a pupil who does not have a pencil.
Jane:	NO, HE DOESN'T.	
Joe:	DOES MARY HAVE A PENCIL?	Asking about the pupil who <u>does</u> have the pencil.
Jane:	YES, SHE DOES. DO YOU WANT IT?	
Joe:	YES, I DO. (Jane takes the pencil from the pupil who is holding it and gives it to Joe.)	

3. Free Dialog: Distribute several of the objects to the pupils.

DO YOU HAVE A PENCIL?

NO, I DON'T. I HAVE A PUZZLE.

If the child answers only with a negative answer, that is, if he does not volunteer what he does have, ask him, "What <u>do</u> you have?"

DO YOU WANT A PENCIL?

YES, I DO.
NO, I DON'T.

PETER, DOES JACK WANT A PENCIL?

YES, HE DOES.
NO, HE DOESN'T.

Accept the response, "I don't know."

JACK, DO YOU WANT A PENCIL?

| YES, I DO.
NO, I DON'T. |

If Jack wants the pencil, give it to him

ALICE, DOES MARY HAVE A PUZZLE?

| YES, SHE DOES.
NO, SHE DOESN'T. |

If the child answers only with a negative answer, ask him, "What does she have?"

4. Echo: ◯ (3), ⊙ (5). Echo the sentence before you echo the phrase again. Call on only five individuals to echo.

A SWEATER.

A SWEATER.

Show them the real sweater.

[HE / SHE] HAS A SWEATER.

[HE / SHE] HAS A SWEATER.

Randomly, show the class the picture of the boy and the picture of the girl wearing a sweater. Point to the sweater in the picture.

5. Free Dialog: Give the real sweater to Joe and ask:

DO YOU HAVE A SWEATER?

YES, I DO.

Point to the pupil who has the sweater and ask another pupil:

DOES JOE HAVE A SWEATER?

YES, HE DOES.

Give Tom a book to hold and ask:

DO YOU HAVE A SWEATER?

Tom: NO, I DON'T. I HAVE A BOOK.

DO YOU WANT A SWEATER?

Tom: YES, I DO. / NO, I DON'T.

MARY, DOES TOM WANT A SWEATER?

Mary: YES, HE DOES. / NO, HE DOESN'T.

Repeat two more times with different pupils.

6. Repeat step 5, but this time have several children take your role of asking questions. Let them ask their own questions in the order they want to, i.e., don't expect them to stick to the script.

C. Pronunciation

1. Response: Distribute the books to the class (one each).

DO YOU HAVE A BOOK?

◯ YES, I DO.

2. Echo: ◯ (3), ⨀ .

YES, I DO.

YES, I DO.

3. Response: Ask a pupil who doesn't have a sweater:

DO YOU HAVE A SWEATER?

NO, I DON'T.

4. Echo: ◯(3), ⊙.

NO, I DON'T.

NO, I DON'T.

5. Response: Point to the pupil you talked to in step 3 and ask the class:

DOES HE HAVE A SWEATER?

◯ NO, HE DOESN'T.

6. Echo: ◯(3), ⊙.

NO, HE DOESN'T.

NO, HE DOESN'T.

I. OBJECTIVES

A. Content

1. The learner will be able to ask the questions:

   What do you have?

   What does Joe have?

2. The learner will be able to respond to the above questions with:

   I have ______________.

   He / She has ______________.

3. New vocabulary: an apron, a cap.

4. The learner will be able to pronounce the consonant (ð) in words like <u>the</u>.

B. Test: See pages 6 and 7.

Teaching Points

a. Usage of "a", "an", and "the." (See "Likely Errors")

b. Question word <u>what</u> followed by an auxiliary, in this case, "do" or "does."

c. "Do" goes with "you."

d. "Does" goes with "he", "she" or a proper name. (With "it", too, but that is taken up in a later lesson.)

e. The pronunciation of the voiced interdental fricative (ð). The upper and lower teeth are brought close together and the tongue tip makes light contact with both upper and lower teeth. The lightness of the contact, which does not interrupt the outflow of breath, appears to be the crucial feature that makes (ð) different from (d).

II. MATERIALS

A. One of each of the following items: an apple, an orange, an apron, a cap, and a sweater. Small unbreakable hand mirrors, one for each pupil.

B. Two puppets (those from lesson 2).

C. A cap that fits the boy puppet.

D. An apron that fits the girl puppet.

III. PROCEDURES

A. Review

1. Use the puppets, giving them names of two of your pupils. Model: (2).

Jane: HI, JOE.

Joe: HI, JANE.

Jane: DO YOU HAVE A BALL?

Joe: NO, I DON'T. I HAVE A YO-YO.

2. Divide the class into two parts and let side 1 take Jane's part, side 2 Joe's. Then assign roles to individuals in pairs.

B. Presentation

1. Free Dialog: Have a boy come up to the front of the class. Give him the sweater to hold and ask him:

WHAT DO YOU HAVE?

I HAVE A SWEATER.

Model by whispering if necessary. Stand behind the boy as you model his answer.

Call on a few other pupils to take the sweater and answer the question.

Let the pupils also ask the question "What do you have?", if they can.

2. Free Dialog: Let the last boy with the sweater remain in front of the class. Point to him and ask:

WHAT DOES JOE HAVE?

HE HAS A SWEATER.

Model if necessary, as in step 2.

Call on a few other pupils to answer the same question.

Let the pupils ask the question, as in step 2.

3. Place the cap on the boy puppet. When you model, address your question to the puppet. Model: (3). Echo: ◯ (3).

WHAT DO YOU HAVE?

WHAT DO YOU HAVE?

I HAVE A CAP.

I HAVE A CAP.

4. Place the apron on the girl puppet. When you model, address your question to the puppet. Model: (3). Echo: ◯ (3).

WHAT DO YOU HAVE?

WHAT DO YOU HAVE?

I HAVE AN APRON.

I HAVE AN APRON.

5. Free Dialog: Have two children, Joe and Jane, come to the front of the class. Give a ball to Tom, who is sitting in his chair. Help Joe and Jane produce the following dialog. Ask other pairs of pupils to come to the front.

Use different objects each time.

Joe: WHAT DOES TOM HAVE?
Jane: HE HAS A BALL.

Similarly:

Mary: WHAT DOES JEAN HAVE?
Tim: SHE HAS A PUPPET.

6. Free Dialog: Have another boy and girl come up to the front. Show the cap and the apron to the class, then give them to the boy and the girl to hold.

DOES JOE HAVE THE CAP?

YES, HE DOES.

DOES JANE HAVE THE APRON?

YES, SHE DOES.

Ask the two questions again.

DOES JOE HAVE THE APRON?

NO, HE DOESN'T. HE HAS THE CAP.

DOES JANE HAVE THE CAP?

NO, SHE DOESN'T. SHE HAS THE APRON.

Ask the last two questions again.

7. Model: (3). Echo: ○ (3), ⊙.

HE HAS THE CAP.

HE HAS THE CAP.

SHE HAS THE APRON.

SHE HAS THE APRON.

C. Pronunciation

1. Enunciate the (ð) sound slowly and carefully, sticking your tongue out and scraping it against your upper front teeth as you bring it back. Have the pupils imitate, using mirrors to check their imitation.

2. Do a, b, and c in a row before repeating the echo activity. Echo: ○ (5), ⊙.

a) THE.

THE.

b) THE CAP.

THE CAP.

c) I HAVE THE CAP.

I HAVE THE CAP.

(ð ə)

The ca--p

I ha-ve the ca--p.

a) THE.

THE.

b) THE APRON.

THE APRON.

c) I HAVE THE APRON.

I HAVE THE APRON.

(ð ə)

The a--pron.

I ha-ve the a--pron.

TEST:

1. Call six children to the front. Without the children's knowledge, put each of the following in a separate sack: an orange, an apple, a pencil, a book, a box, and a puppet. Give each child one of the paper sacks. Start the chain dialog by asking him the question below. He answers your question after looking in the sack. He then asks the question. Continue until all six have participated.

   WHAT DO YOU HAVE?

   1st L: I HAVE ____________.

   WHAT DO YOU HAVE?

   2nd L: I HAVE ____________.

   WHAT DO YOU HAVE?

   Etc.

   Repeat with six other children.

2. Show the cap and the ball to the class. Have two children, Joe and Jane, come up to the front of the class. Give the two objects to Joe. Have Joe give either the cap or the ball to Jane secretly. Then Joe is to ask another child, Mary:

   Joe: MARY, WHAT DOES JANE HAVE?

   Mary: SHE HAS THE BALL.

Likely Errors

1. The use of "a" instead of "the" with non-generic count nouns when they have been previously mentioned or referred to through context.
2. What do you have? → *What you have?
3. What does she have? → *What she has?
4. What does he have? → *What do he have?
5. (ð) → *(d) in "the."

If Mary has guessed correctly, she takes the two objects and hands one over to Joe secretly. She asks:

Mary: TOM, WHAT DOES JOE HAVE?

Tom: HE HAS THE CAP.

Or Tom might guess by asking, "Does he have the cap?"

Mary: NO, HE DOESN'T. HE HAS THE BALL.

If Tom has not guessed correctly, Mary repeats the procedure with Joe and asks someone else. Continue until all have participated.

Lesson 12

I. OBJECTIVES

A. Content

1. New vocabulary: a brother, a sister

2. The learner will be able to use the new vocabulary in the following sentence patterns:

   I have ________.

   [He / She] has ________.

   Do you have ______?

   Does [Joe / Jane] have ______?

3. The learner will be able to pronounce uw in "you" when it is stressed, as in a series of questions addressed to different people:

   Do you ha-ve a boo--k?

   Do you-- have a boo-k?

   Do you-- have a boo-k?

B. Test: See page 5.

II. MATERIALS

A. A toy dog, a toy cat, a ball, an apron, and a cap

B. Cutouts, one of an orange, another of an apple

C. Two puppets (those from lesson 1)

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. The high back diphthong [uw]. This is a vowel which starts with the back of the tongue very high and back in the mouth and moves (hence the name "diphthong") even higher and more retracted. It is tense, not relaxed like [ɔ]. The lips are rounded very narrowly. Compare this diphthong with [iy] in lesson 8.

c. Stress and high pitch on "you" when it contrasted with other instances of "you" in a series:

   Do you-- have a boo-k?

   Note the similarity between this and the use of "you" in step 9 of lesson 1.

D. A picture of a family group, as described in step 2 of Presentation

E. Enough pictures of individual boys and girls so each child may have one

III. PROCEDURES

A. Review

1. Give the toy dog, the toy cat, the ball, the orange, the apron, and the cap to the children, saying to each child as you hand him an object, "You have a dog," "You have a cat," etc. Have individuals ask questions of each other. Sample dialogs:

Be sure that every one sees and hears you as you distribute these items.

Joe: ALICE, WHAT DO YOU HAVE?

Alice: I HAVE A DOG.

Stand behind each individual and whisper his lines at first if necessary.

George: JOE, WHAT DOES PETER HAVE?

Joe: HE HAS A CAT.

Ben: JACK, WHAT DOES JANE HAVE?

Jack: SHE HAS AN APRON.

John: ALICE, DO YOU HAVE THE DOG?

Alice: YES, I DO. DO YOU HAVE THE CAT?

John: NO, I DON'T. I HAVE THE BALL.

B. Presentation

1. Show your class the picture of a family group of mother, father, and several children, including both a boy and a girl. As you model the sentence below, point to the girl in the picture and say "she," then point to the boy and say "brother."

   Echo: ◯ (3), ⊙ (2).

   SHE HAS A BROTHER.

   SHE HAS A BROTHER.

   Note [ð] in "brother." (See lesson 11)

2. Point to the boy in the picture as you say "he," then point to the girl as you say, "sister" when you model the sentence below.

   Echo: ◯ (3), ⊙ (2).

   HE HAS A SISTER.

   HE HAS A SISTER.

3. Free dialog: Call on every pupil in the class. Find out beforehand which children in your class have a brother and/or sister. Take each one aside and ask him the question, helping him if he does not seem to understand. When all have learned the proper responses, ask each one to reply.

   DO YOU HAVE | A BROTHER? / A SISTER? |

   | YES, I DO. / NO, I DON'T. |

   If you have some pupils who can take the part of the teacher, let them ask the questions.

4. Chain dialog:

I HAVE | A BROTHER. / A SISTER. |

DO YOU HAVE | A BROTHER? / A SISTER? |

1st L: | YES, I DO. / NO, I DON'T. I HAVE A ______. |

DO YOU HAVE | A BROTHER? / A SISTER? |

1st L should stress "you," pronouncing it [yuw].

2nd L: | YES, I DO. / NO, I DON'T. I HAVE A ______. |

DO YOU HAVE | A BROTHER? / A SISTER? |

2nd L and all others in the chain should stress "you" pronouncing it [yuw].

3rd L: | YES, I DO. / NO, I DON'T. I HAVE A ______. |

Continue drill.

C. Pronunciation

When you model and when the pupils echo, have the puppets play the roles of Joe and Jane.
Model: (3). Echo: ◯ (3), ⊙ .

Joe: DO YOU HAVE A BROTHER?

Jane: YES, I DO.

DO YOU HAVE A BROTHER?

YES, I DO.

The underlined words in the dialog are pronounced with [uw].

AND MARY DOES, TOO.

DO YOU?

Joe: YES, I DO.

AND MARY DOES, TOO.

DO YOU?

YES, I DO.

Test:

1. Distribute the pictures of the boys and girls, saying to each child, "You have a sister," or "You have a brother," as you hand a picture to him. The information about your pupils' brothers and sisters should determine, whether you will hand to a particular pupil the picture of a boy, i.e., a "brother" if the child has a brother, or that of a girl, i.e., a "sister" if the child has a sister. Attempt, by prompting, to have the children use the following review structures with the new vocabulary:

DO YOU HAVE A BROTHER?

YES, I DO.
NO, I DON'T. I HAVE A SISTER.

DOES JOE HAVE A SISTER?

YES, HE DOES.
NO, HE DOESN'T. HE HAS A BROTHER.

Likely Errors

a. He has a book. → *He have a book.

b. Does Jane have a book? → *Do Jane have a book?

c. [uw] → *[u] for "you" when stressed.

If there is time at the end of the class, show the picture of the family to your pupils again. Pointing to the girl, say "she," then pointing to the mother, say "mother." Then have the children repeat after you: "She has a mother." Repeat the procedure, this time pointing to the girl and the father. If there is time, repeat the procedure, this time pointing to the boy, and saying "he." Note [ð] in "mother" and "father." (See lesson 11)

Lesson 13

INTRODUCTION

A new type of question is introduced in this lesson: who questions about the subject. Two other types have already been introduced: yes - no questions and what questions about the object. With the introduction of a third type of question, your pupils are faced with the difficulty of sorting out the questions, not simply choosing between two alternatives. Thus it is important that the who question be introduced slowly and carefully.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions such as:

   Who wants the ball?

2. The learner will be able to answer such a question with the expected short answer, and at his option add a related statement with too as well; for example:

   I do. I want the hat, too.

3. New vocabulary: a whistle.

4. The learner will be able to pronounce [a] in words like "want" and "doll" as in:

   Jane wants the doll.

B. Test: See pages 7 and 8.

Teaching Points

a. Who questions with "wants" and "has." "Who" is the subject of the question; it refers to the subject of the expected answer, e.g., "Someone (to be named) wants ________."

b. Short answers to such questions.

   I do.

   He / She / Joe / Jane does.

   with the subject ("I," "he," "she," "Joe," "Jane") emphasized: stressed, pitched high and with vowel lengthened.

c. "Too" at the end of a statement.

d. The low back vowel [a] .

II. MATERIALS

A. A ball, an airplane, a puppet, a puzzle, a bat, a book, a pencil, an eraser, and a cap.

B. A funny-looking doll

C. A box to put the objects in

D. A picture of each of the following: an apple, an orange, a cookie, a banana, an egg, a dog, a cat, and an apron.

E. A whistle for each of your pupils and for yourself. Mark each whistle with the name of a pupil. Do not let any pupil blow someone else's whistle.

III. PROCEDURES

A. Review

1. Chain dialog. Distribute the pictures to eight of your pupils. Start the dialog, but have the pupils continue on their own.

JOE, WHAT DOES JANE HAVE?

Joe: SHE HAS AN APPLE. TOM, WHAT DOES PETER HAVE?

Tom: HE HAS A COOKIE. PETER, WHAT DOES JACK HAVE?

Peter: HE HAS A DOG.

Continue:

2. Chain dialog: Redistribute the pictures. If some of the same pupils from step 1 are participating, change their pictures.

JOE, WHAT DOES JANE HAVE?

Joe: SHE HAS THE APPLE. TOM, WHAT DOES PETER HAVE?

Note the use of "the" in this step, now that the pictures have already been introduced (in step 1) and a common focus (on the picture) has been established.

Tom: HE HAS THE COOKIE. PETER, WHAT DOES JACK HAVE?

Peter: HE HAS THE DOG.

Continue:

Leave the pictures with the pupils at the end of this step.

B. Presentation

1. The pupils are still holding their pictures. Model: (1)

I WANT A BANANA.

Note the use of "a" here.

WHO WANTS A BANANA?

Look quizzical, but smile. In other words you want to indicate that you are pretending that you don't know. To do this monologue seriously is to make it unrealistic.

I DO.

Now call George, who has the picture of a banana, to the front and get the picture from him. Say:

I HAVE THE BANANA.

WHO HAS THE BANANA?

I DO.

Note the change to "the" here.

2. Call two pupils to the front, one with a picture (Joe), one without (Jane). Only Jane is to repeat after you. Whisper the sentences in Jane's ear. Echo: (·).

I WANT AN APPLE.

Jane: I WANT AN APPLE.

WHO WANTS AN APPLE?

Jane: WHO WANTS AN APPLE?

I DO!

Jane: I DO!

Get the picture of the apple from Joe and give it to Jane. Continue:

I HAVE THE APPLE.

Jane: I HAVE THE APPLE.

WHO HAS THE APPLE?

Jane: WHO HAS THE APPLE?

I DO!

Jane: I DO!

Continue with other pairs of pupils till all have participated. After the first few pairs of pupils, you may no longer need to whisper the sentences, and the activity becomes a monologue.

Again look quizzical and smile.

3. Free Dialog: Place the pictures on the chalk rail. Point to the appropriate picture as you ask the questions, allowing by gesturing any and all of the children to respond. After the response, choose one of the pupils who has responded and give him the picture.

WHO WANTS THE APRON?

I DO.

WHO WANTS THE EGG?

I DO.

WHO WANTS THE CAT?

I DO.

ETC.

4. Free Dialog: Call on the pupils individually and ask them who has a certain object. Your questions should elicit only answers in the third person.

You may have to model the initial responses. Have the pupils point to the person when they use a pronoun instead of the proper name. Have the pupils ask the questions when they can.

JOE, WHO HAS THE APPLE?

Joe: [JANE / SHE] DOES.

TOM, WHO HAS THE EGG?

Tom: [JACK / HE] DOES.

ETC.

5. Put all the objects on your table. Model: (1)

I WANT AN AIRPLANE.

I WANT A BALL, TOO.

Pick up the airplane from the table after you make the statement. Pick up the ball from the table after you make the statement.

6. Have the pupils come to the table individually. Echo: ⊙.

Whisper the sentence in Jane's ear.

I WANT A BOOK.

Jane: I WANT A BOOK.

Give her the book.

I WANT A PENCIL, TOO.

Jane: I WANT A PENCIL, TOO.

Give her the pencil.

Continue till all have participated. After the first few pupils, you may no longer need to whisper the model sentences.

7. Free Dialog: Call on the pupils individually and ask them who has a certain object:

You may have to model the initial responses. Model the statement with "too" also. Have the pupils point to the person when they use a pronoun instead of a proper name.

JOE, WHO HAS THE BOOK?

Joe: [JANE / SHE] DOES.

And he might add:

Joe: SHE HAS THE PENCIL, TOO.

TOM, WHO HAS THE CAP?

Tom: I DO. I HAVE THE BAT, TOO.

8. Free Dialog: Place the whistles on your table. Pick up your whistle and blow it. Then say:

Hold up the whistle.

I HAVE A WHISTLE. WHO WANTS A WHISTLE?

Give him the whistle marked with his name from the collection on the table. Let him blow on it.

Joe: I DO.

JANE, WHO HAS A WHISTLE?

Jane: [JOE / HE] DOES.

Jane points to Joe if she uses the pronoun.

Collect the whistle from Joe. Pick up another whistle from the collection on your table. Hold it up and say:

Do not let the children share whistles.

WHO WANTS A WHISTLE?

Mary: I DO.

Give her the whistle marked with her name.

TOM, WHO HAS A WHISTLE?

Tom: MARY / SHE / JOE / HE DOES

Continue until everyone has had a whistle.

C. Pronunciation

1. Show the funny-looking doll. Model: (3). Echo: ◯ (3), ⨀ .

A DOLL.

A DOLL.

A FUNNY DOLL.

A FUNNY DOLL.

2. Model: (2)

WHO WANTS THE DOLL?

MARY WANTS THE DOLL!

Point to Mary.

3. Model the following song by first reciting its lyrics and then singing it.

Match the lyrics to the tune of the "Farmer in the Dell."

WHO WANTS THE DOLL?
WHO WANTS THE DOLL?
HI! HO! THE FUNNY DOLL.
WHO WANTS THE DOLL?

MARY WANTS THE DOLL.
MARY WANTS THE DOLL.
HI! HO! THE FUNNY DOLL.
MARY WANTS THE DOLL.

4. Echo: Let the children join you in the singing as soon as they feel they know how. After a brief period of this, have the children echo each line of the lyrics after you, first as a group, then individually.

5. Repeat step 4, substituting the name of another pupil for "Mary" in the lyrics.

Test:

1. Put one of each object in the box. Choose a supply-box monitor. Have him ask two questions and pass out the objects that two pupils ask for. As many pupils as possible should play the role of monitor. Sample dialog:

Monitor: WHO WANTS A BALL?

Joe: I DO. I WANT A BAT, TOO.

Monitor: WHO WANTS A DOLL?

2. After all the objects have been distributed (in test #1), call on two pupils to come to the front and engage in dialogs like the following:

Likely Errors

a. Who [wants / has] a ball? ⟶ *Who [want / have] a ball?

b. I do. ⟶ *I am. (In answer to a question like "Who wants ________?")

c. I do. ⟶ *I does.

d. [He / She / Joe / Jane] does ⟶ *[He / She / Joe / Jane] do.

Tom: WHO HAS THE DOLL?

Mary: JANE DOES. WHO HAS THE APPLE?

Tom: I DO.

Paula: WHO HAS THE BALL?

Peter: JOE DOES. HE HAS THE BAT, TOO.
WHO HAS THE COOKIE?

Paula: JACK DOES.

Lesson 13

e. I do. ⟶ *I do. (In other words, emphasis on "do" instead of on the subject in answer to a question like "Who has the apple?")

f. The low back [ɑ] ⟶ *the low central [a] in "doll" (and in "ball" if your pronunciation of "ball" rhymes with "doll")

Lesson 14

I. OBJECTIVES

A. Content

1. New vocabulary: see, a bird

2. The learner will be able to use the new vocabulary in sentences like the following:

   Who sees a bird?

   I see a bird.

   Do you see a bird?

3. The learner will be able to pronounce the vowels [iy], [a], and [uw] in such words as "see," "doll," and stressed "you" (respectively), as in:

   Do you see the doll?

B. Test: See pages 6 and 7.

II. MATERIALS

A. Pictures of a bird, a cat, a dog, a chair, a pencil, and a box

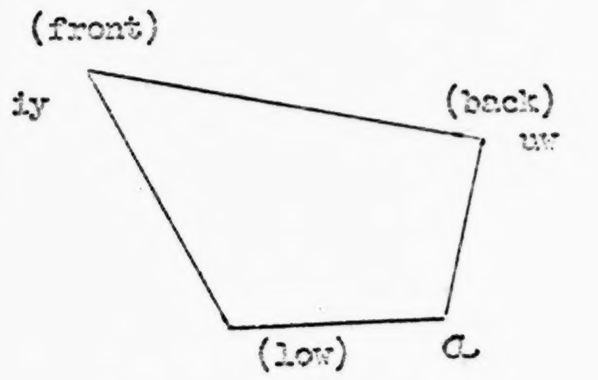
B. A whistle, an apron, an eraser, a cap, a book, a ball, an airplane, a doll, and a pencil

C. A cutout of each of the following: a cookie, an apple, a banana, an orange, and an egg

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. The high front diphthong [iy], the low back vowel [a], and the high back diphthong [uw]. These three vowels (first introduced in lessons 8, 12 and 13) mark three of the four corners of the vowel diagram which represents varying positions of the highest part of the tongue:



D. A pocket chart

E. Enough paper sacks for all the pupils in the class

F. Small hand mirror, one for each pupil

III. PROCEDURES

A. Review

Free Dialog: Give each pupil an object. Have them line up in front of the class, their backs to the wall. Each pupil holds his object behind him. Call on Joe to get out of the line and approach Jane and ask her:

Joe: DO YOU HAVE AN ERASER?

Jane: YES, I DO.
NO, I DON'T. I HAVE A PENCIL.

Jane shows the pencil.

If Jane's response is in the negative, Joe asks:

Joe: WHO HAS AN ERASER?

The pupil who has an eraser responds:

Mary: I DO!

Call on others to play Joe's role.
Redistribute the objects if necessary.

B. Presentation

1. Have the pupils return to their chairs and place the objects they have been holding on their laps. Hold your hands over your eyes before looking at each object. Remove your hands, look at the object, and collect it.
   Model: (1).

   I DON'T SEE THE BOOK. — Your eyes are covered.

   NOW I SEE THE BOOK. — Uncover your eyes and get the book from the pupil's lap. Again, cover your eyes.

   I DON'T SEE THE APRON.

   NOW I SEE THE APRON.

   Continue till all the objects have been collected.

2. Free Dialog: Hide the objects behind the pocket chart, which is facing the wall. Take them out one at a time and show them as you ask the questions. Give everyone a turn.

   MARY, WHAT DO YOU SEE?

   I SEE AN AIRPLANE.

   TOM, WHAT DO YOU SEE?

   I SEE A WHISTLE.

   JOE, DO YOU SEE A CAP?

   YES, I DO.

   ETC.

3. Do both sentences each time.
   Model: (3).

   I HAVE A BIRD.

   I SEE THE BIRD.

4. Hold up the picture of the bird when presenting the phrase, "a bird." Place the picture on the chalk rail, cover and uncover your eyes alternately when presenting the sentence, "I see a bird."
   Echo: ◌ (3), ⊙ (5).

   A BIRD.

   A BIRD.

   I SEE A BIRD.

   I SEE A BIRD.

5. Free Dialog: Call two pupils to the chair or table where you have placed two pictures face down. Have them peek at the pictures.

   WHO SEES A BIRD?

   Joe: I DO.

   JANE, DO YOU SEE A BIRD:

   Jane: NO, I DON'T. I SEE A CAT.

Hold up the picture of the bird above you, not looking at it.

Turn your head up and look at the picture.

Call on two other pupils to take Joe's and Jane's places and a third one to take yours. Exchange the pictures with others from the set. Continue till as many have played your role as time allows.

C. Pronunciation

1. Go through the three words before modeling "see" again. Do the same for the echo activity. Give each pupil a mirror. Exaggerate the lip movement for each sound. Let the pupils see their own lip movements in their mirrors.
   Model: (3). Echo: ○ (3), ⊙.

   SEE.

   SEE.

   YOU.

   YOU.

   DOLL.

   DOLL.

2. Recite the following lyrics, then sing them.

   To the tune of "Farmer in the Dell." Emphasize the difference between the three sounds. Let the pupils join in and sing with you. Watch their lip movements and listen to their sounds. Have them watch themselves in their mirrors.

   WHO SEES THE DOLL?
   WHO SEES THE DOLL?
   HI! HO! THE FUNNY DOLL.
   WHO SEES THE DOLL?

   Have the children point to each other.

   YOU SEE THE DOLL.
   YOU SEE THE DOLL.
   HI! HO! THE FUNNY DOLL.
   YOU SEE THE DOLL.

3. Have the pupils first sing the song with you, then recite the lines either after you or with you.

4. Model: (3). Echo: ◯ (3), ⊙.

I SEE ME.		Look in the mirror when you say the first line, but make no further effort to demonstrate the meaning of "me" here; object pronouns will be taught in later lessons.
	I SEE ME.	
I SEE YOU.		
	I SEE YOU.	Then look at the class for the second line.
I SEE THE DOLL.		Hold up a doll for the third line. Pupils can continue drill individually, looking at one person in particular when they say the last line.
	I SEE THE DOLL.	
DO YOU?		
	DO YOU?	

Test:

Place all of the objects in different paper sacks in full view of the pupils. Give each pupil a paper sack. Have Joe come up and look in his sack. Have Jane ask Joe:

Jane: DO YOU SEE A BIRD?

Joe looks up from his paper sack and responds with either:

Joe: YES, I DO.
NO, I DON'T. I SEE A DOLL.

Likely Errors

a. Do you see a bird? → *Do you sees a bird?

b. Who sees a bird? → *Who see a bird?

c. A lax, lower front [i] for the tense high front [iy] in "see."

d. A lax, lower back [u] for the tense, high back [uw] in stressed "you."

and he takes the object out of his sack. If Jane has guessed correctly, she takes Joe's place. If she hasn't, she asks:

Jane: WHO SEES A BIRD?

Everyone looks in his paper sack. The pupil who sees a bird in his sack, say Tom, responds:

Tom: I DO!

Have two other pupils take Joe's and Jane's roles. Continue till all the children have had a chance to take Jane's role. Redistribute the sacks if necessary.

I. OBJECTIVES

A. Content

1. New vocabulary: hear, a bell.

2. The learner will be able to use the new vocabulary in sentences like the following:

What do you hear?

Who hears a bell?

I hear a whistle.

3. The learner will be able to prounce the consonant [r] in such words as "hear" and "chair," as in:

Do you hear a bell?

B. Test: See page 5.

II. MATERIALS

A. A bell.

B. Enough whistles for everyone in the class. Mark the whistles with the names of your pupils; do not let any pupil blow someone else's whistle.

C. Pictures of a dog, a cat, and a bird

D. Masks of a dog, a cat, and a bird

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. The resonant, retroflex consonant [r] after a vowel: the front of the tongue curls up and back, the tongue tip not quite touching the roof of the mouth.

III. PROCEDURES

A. Review

Chain Dialog: Place the pictures upside down on a table so that the pupils can't see what they are. Start the activity by calling on one pupil to look at a picture, and then have the pupils call on one another. Move the pictures around after each turn.

JOE, COME HERE, PLEASE.
WHAT DO YOU SEE?

Joe: I SEE A DOG. JANE, COME HERE, PLEASE. WHAT DO YOU SEE?

Joe turns up one of the pictures and looks at it. Jane and Tom and the others do likewise.

Jane: I SEE A BIRD. TOM, COME HERE, PLEASE. WHAT DO YOU SEE?

Tom: I SEE A BIRD.

B. Presentation

1. Model: (1). Distribute the whistles to the pupils. Hold up a pupil's whistle. Look at it when you say, "I see a whistle." Hand the whistle to the pupil and have him blow it. As he blows it, say, "I <u>hear</u> a whistle."

Make sure each pupil gets his own whistle.

2. Free Dialog:

MARY, WHAT DO YOU HEAR?

Mary: I HEAR A WHISTLE.

Have someone blowing his whistle as you ask these questions.

WHO HEARS THE WHISTLE?

Everyone: I DO!

Repeat the dialog, this time with a pupil asking the questions. Continue with similar questions till all have had a turn asking the questions.

3. Model: (1).

Hold up the bell.

A BELL.

I HEAR THE BELL.

Ring the bell and as the bell rings, make the statement.

4. Echo: ◯(3), ⊙(5).

Call on five pupils individually.
Ring the bell each time.

I HEAR THE BELL.

I HEAR THE BELL.

5. Chain dialog. Have the bell passed around the group. Have each pupil ring the bell as he asks his neighbor a question.

Any type of question will do as long as it is appropriate and correctly formed.

JOE, WHAT DO YOU HEAR?

Joe: I HEAR THE BELL.
JANE, WHAT DO YOU HEAR?

Accept any correct response e.g., "The bell." "I hear the bell ringing." Do not make a formal presentation of these responses, especially of the latter.

Jane: I HEAR THE BELL.
TOM, WHAT DO YOU HEAR?

Tom: I HEAR THE BELL.
MARY, WHAT DO YOU HEAR?

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

HEAR

HEAR

CHAIR

CHAIR

2. Recite the lines below, pointing to someone when you say the last line. Help him say the lines, and have him point to someone else. Everyone should have a turn at reciting the lines.

BOW WOW.
I HEAR A DOG.

ME-OW.
I HEAR A CAT.

TWEET TWEET.
I HEAR A BIRD.

WHAT DO YOU HEAR?

Make one of the sounds (of a dog, a cat, or a bird).

Test:

Have Joe go behind the door and ring a bell, blow a whistle, or imitate a dog, a cat, or a bird. As Joe's sound continues, another pupil asks a third pupil a question about the sound they hear, e.g.,

Jane: TOM, WHAT DO YOU HEAR?

Tom: I HEAR A BELL.

Have Jane turn to the class and ask:

Jane: WHO HEARS A BELL?

Gesture for everyone to respond:

Everyone: I DO!

If Tom has guessed correctly, he takes Joe's place behind the door. If he hasn't, Jane takes Joe's place. Call on two other pupils to take Jane's and Tom's places. Have them imitate the dialog above. Continue until all have had a chance to go behind the door. It would add to the amusement of all if the pupil behind the door came out with a bell in his hand if he has rung a bell. If he has imitated a dog, bird or cat he could wear the appropriate mask.

Likely Errors

a. What do you hear? → *What does you hear?

b. Who hears a bell? → *Who hear a bell?

c. I hear a bell. → *I am hearing a bell.

d. A trilled [r] for the English resonant [r].

(It sounds as though we are talking about two different kinds of English [r].)

INTRODUCTION

This is a plateau lesson which reviews the three types of questions taught so far. Observe how the who question provides an intuitive notion of subject of the sentence and the what question of direct object of the verb. Questions are too important a part of language, and too important a way of learning a language, for any child to miss any opportunity of practicing their use.

I. OBJECTIVES

A. Content

1. The learner will be able to distinguish among questions like the following by using them in the appropriate situations.

   Who wants the dog?
   What does he want?
   Does she want the bird?

2. The learner will be able to provide the appropriate response to each of the three different questions above, respectively:

   I do.

   He wants the cat.
   The cat.

   Yes, she does.
   No, she doesn't.

B. No test.

Teaching Points

a. Who, what, and yes-no questions with "have," "want," "see," and "hear."

b. Both "do" and "does" in what and yes-no questions.

c. Responses to such who, what, and yes-no questions.

II. MATERIALS

A. A whistle, a bell, a pencil, a toy cat, a toy bird, a toy dog, a toy airplane, an eraser, a ball, and a book

B. Enough paper sacks for each of your pupils

III. PROCEDURES

A. Free Dialog: Ring the bell. Ask questions like the following:

JANE, DO YOU HEAR A WHISTLE?

Jane: NO, I DON'T.

WHAT DO YOU HEAR?

Jane: I HEAR A BELL.

WHO HEARS A BELL?

Everyone: I DO!

Call Tom and Mary to the front. Tell Tom to ask Mary the questions. Let him ask whatever questions he likes and as many as he wants to. Imitate the sound of a cat, a dog, or a bird to cue their conversation.

After Tom has asked his questions, have Mary ask him the questions after she has made one of the animal sounds.

Continue with other pairs of pupils till all have participated.

B. Free Dialog: Place all the objects on a table. Call Joe to the table.

JOE, WHAT DO YOU WANT?

Joe: I WANT A BELL.

Or whatever it is Joe wants.

Keep Joe by the table. Call Jane up.

JANE, DOES JOE WANT A BELL?

Jane: YES, HE DOES.

Give the bell to Joe. Now ask the class in general:

WHO HAS THE BELL?

Everyone: JOE DOES. / JOE.

If the class responds merely with "Joe," say "Joe does" as if you were confirming their statement. Do not have them repeat "Joe does" after you. This would give the impression that the abbreviated response "Joe" is incorrect, which it is not.

Now have Jane take your role and call on someone else to take Joe's place. Continue till everyone has had a chance to play your role. Let the pupils take the objects they have asked for to their seats.

C. Free Dialog: Collect all the objects from the pupils in the following manner.

I WANT THE BELL.
WHO HAS THE BELL?

Joe: I DO.

DO YOU HAVE THE WHISTLE, TOO?

Joe: NO, I DON'T.

I WANT THE WHISTLE.
WHO HAS THE WHISTLE?

Jane: I DO.

DO YOU HAVE THE BIRD, TOO?

Jane: NO, I DON'T.

ETC.

D. Free Dialog: Place different objects in separate paper sacks. Pick one up, look in it, and say:

I SEE A PENCIL.

Give the paper sack to Joe and ask him:

JOE, WHAT DO YOU SEE?

Joe: I SEE A PENCIL. / A PENCIL.

JANE, DOES JOE HAVE A PENCIL?

Jane: YES, HE DOES.

If Jane should answer with a mere "Yes," say "Yes, he does" as if you were confirming her statement; do not have her repeat "Yes, he does" after you.

TOM, WHO HAS A PENCIL?

Tom: JOE DOES.

Again, should Tom merely say "Joe," say "Joe does" in the same manner described above.

Pick another paper sack. Call on different pupils and ask the same sort of question.

For the third sack have Mary take your part in the dialog. Let her call on any three children she chooses and ask her own questions.

Continue until several of the children have had the opportunity to ask the questions. If you have time, collect the paper sacks and repeat the activity.

Lesson 17

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Who's Joe?
   Who's Jane?
   Who's Miss (Teacher)?
   Who are you?

   The learner will be able to answer such questions with:

   I am.
   I'm Joe. I'm a boy.
   I'm Jane. I'm a girl.
   You are. / You're Joe. / Jane.

2. New vocabulary: a boy, a girl

3. The learner will be able to pronounce [æ] in words like "am," as in:

   I am.

B. Test: See page 7.

II. MATERIALS

A. Six puppets, three boy puppets and three girl puppets. These are for the test.

B. A picture for the nursery rhyme "Baa, Baa, Black Sheep" used.

Teaching Points

a. Who questions with "am," "is," or "are" as the main verb (as distinguished, for example, from "Who's playing?").

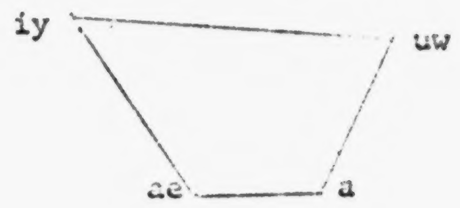
b. Subject "you" and proper names follow "are" and "is" in who questions.

c. Responses to such questions.

d. Statements with "am," "is," or "are" as the main verb.

e. "Am" goes with subject "I." "Are" goes with subject "you." "Is" goes with subject proper names.

f. The low front vowel [æ] which marks the fourth corner of the vowel diagram. (See lesson 14)



III. PROCEDURES

A. Review

1. Draw figures of a dog, a cat, and a bird on the chalkboard. Have half the class say:

   BOW - WOW.

   When you point to the dog, have the other half respond:

   I HEAR A DOG.

   Continue with the cat:

   ME - OW.
   I HEAR A CAT.

   and the bird:

   TWEET - TWEET.
   I HEAR A BIRD.

   Model the activity only if you have to. Have the responding pupils cup their hands around their ears.

2. Reverse roles and repeat step 1.

B. Presentation

1. Model (3). Echo: ◯ (2).

   WHO'S JOE?

   WHO'S JOE?

   Everyone points to Joe.

   <u>HE</u> IS.

   <u>HE</u> IS.

2. Echo: ◯ (1).

   WHO'S [JANE? / TOM? / ETC.]

   Have each learner stand up when his name is called out. Call everyone's name.

WHO'S [JANE? / TOM? / ETC.]

[HE / SHE] IS.

Everyone points to the child standing up.

[HE / SHE] IS.

WHO'S [MISS / MR. / MRS.] (TEACHER)?

Stand up and point to yourself.

WHO'S [MISS / MR. / MRS.] (TEACHER)?

Everyone points to you.

I AM.

Should some of the children echo "I am," say "No, you aren't! I am!" with appropriate gestures.

3. Model (3). Echo: ◯ (3), ⊙ .

I AM.

I AM.

Call attention to your present lips for [m] to prevent and/or correct: * [ayn] or * [ayŋ] for [ay æm] .

4. For the girls in the class only, one at a time. Echo ⊙ .

I'M JANE. I'M A GIRL.

Jane: I'M JANE. I'M A GIRL.

Stand behind the girl you're naming, and whisper in her ear. The girl should point to herself when she echoes.

Repeat till all the girls have had a chance to echo.

5. Repeat step 4 for the boys, making the appropriate changes.

6. Chain Dialog. The children may ask anyone in the room, including those not sitting next to them.

WHO'S JANE?

1st L: I'M JANE. I'M A GIRL. WHO'S JOE?

Have the pupils stand up when responding.

2nd L: I'M JOE. I'M A BOY. WHO'S MARY?

ETC.

7. Free Dialog. After the first two responses by you, have others in the class answer the questions and point to the child whose name has been called.

You may have to whisper the question in the first child's ear in order to elicit it.

1st L: WHO'S JOE?

YOU ARE.

2nd L: WHO'S JANE?

YOU ARE.

3rd L: WHO'S TOM?

4th L: YOU ARE.

Free Dialog. After the first two responses by you, have others in the class answer the questions and point to the child whose name has been called.

Observe that the response here has a different form from the response in step 7.

1st L: WHO'S JOE?

YOU'RE JOE.

2nd L: WHO'S JANE?

YOU'RE JANE.

3rd L: WHO'S TOM?

4th L: YOU'RE TOM.

ETC.

9. Model (3). Echo: ◯ (2), ⨀.

[huw or yuw] Note the pronunciation of "are."

WHO ARE YOU?

WHO ARE YOU?

10. Free Dialog. Have the class say (by modeling if necessary):

WHO ARE YOU?

I'M [MISS / MR. / MRS.] (TEACHER).

11. Chain Dialog.

WHO ARE YOU?

Point to Joe.

Joe: I'M JOE. WHO ARE YOU? — Joe points to Mary.

Mary: I'M MARY. WHO ARE YOU? — Mary points to Julie.

Julie: I'M JULIE. WHO ARE YOU?

ETC.

12. Chain Dialog.

BOW - WOW!
WHO'S A DOG?

1st L: YOU ARE. MEOW! WHO'S A CAT?

2nd L: YOU ARE. TWEET, TWEET! WHO'S A BIRD?

ETC.

C. Pronunciation

1. Model [æ] , [æ m] , and "I am" in that order before modeling [æ] again. Do the same for the echo activity.
   Model (3). Echo: ○ (3), ⊙ .

[æ]	[æ]
[æ m]	[æ m]
I AM.	I AM.

Tongue rather flat and forward with lips pulled back.

Make sure all pupils make a final [m] sound.

2. Go around the class and ask the question:

WHO'S MARY?	Mary: I AM.
WHO'S JOE?	Joe: I AM.

Point to Mary.

Point to Joe.

   Continue until you have questioned everyone.

3. Model (2). Echo: ○ (3), ⊙ .

BAA	BAA
BLACK	BLACK
BAGS	BAGS

"Baa" is pronounced as in the verse in step 4.

4. Echoing is to be done line by line. Show the pictures to the children.
   Model (2). Echo: ○ (3).

BAA, BAA, BLACK SHEEP
HAVE YOU ANY WOOL?

YES, SIR, YES, SIR
THREE BAGS FULL.

5. Have the children say the lines of the verse along with you.

Test:

Divide the class into groups of five with both boys and girls in each group. Call one group to the front and hand a puppet to each child in the group: a boy puppet to each of the boys, a girl puppet to each of the girls. Have them speak for their puppets. Start the activity by taking a puppet yourself and asking the first question, for example:

WHO ARE YOU?

1st L: I'M JOE. I'M A BOY.
WHO ARE YOU?

I'M ______. WHO'S MARY?

2nd L: I AM. I'M A GIRL.
WHO ARE YOU?

And continue with similar questions with the 4th L and 5th L. (For the question, "Who are you?" the answer, "Joe," should be accepted.)

Likely Errors

a. Who are you? ⟶ *Who is you? ⟶ *Who's you?

b. Who's Joe? ⟶ *Who are Joe?

c. I'm a boy. ⟶ *I'm boy.

d. [illegible] ⟶ *low central vowel [a] in "am" of "I am."

e. [m] ⟶ * [n] or *[ŋ] in "I'm" or "am."

f. [z] ⟶ * [s] in "who's."

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Who's he?
Who's she?

2. The learner will be able to answer such questions with:

He's Joe.
She's Jane.

3. The learner will be able to pronounce [i] in such words as "is," as in:

Who is he?

B. Test: See pages 5 and 6.

II. MATERIALS

A. Puppets: one a boy, another a girl.

B. Pictures: one of a ship, another of a sheep

C. Paper sacks large enough to serve as hoods. Enough for half the class.

D. Small hand mirrors (unbreakable), one for each pupil

III. PROCEDURES

A. Review

1. Chain Dialog.

Teaching Points

a. Who questions with "am," "is," or "are" as the main verb.

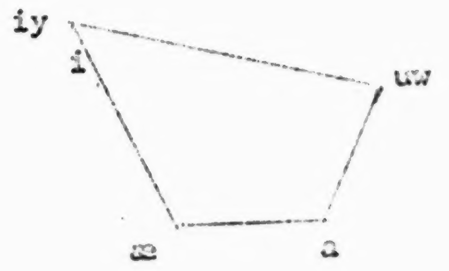
b. Subject pronouns "he" and "she," follow "is" in who questions.

c. Responses to such questions.

d. Statements with "am," "is," or "are" as the main verb.

e. "Is" goes with subject "he" or "she."

f. The low high front vowel [i].



I'M MISS (TEACHER).
WHO ARE YOU? Point
to Joe.

1st L: I'M JOE. WHO ARE YOU?
Joe points to Jane.

2nd L: I'M JANE. WHO ARE YOU?
Jane points to Tom.

3rd L: I'M TOM. WHO ARE YOU?

B. Presentation

1. Draw two stick figures on the chalkboard - a boy and a girl: 🯅 🯅 . Tell the class the boy is Joe, and the girl, Jane. Have two puppets model the following dialog:
Model (3).

1st Puppet: WHO IS HE? — The first puppet points to Joe, the stick figure.

2nd Puppet: HE'S JOE.

1st Puppet: WHO IS SHE? — The first puppet points to Jane, the stick figure.

2nd Puppet: SHE'S JANE.

2. Have the puppets go through the same motions as in step 1, i.e., have them lead the activity. After pointing to the stick figures, point to a different boy each time, changing the proper name in the response, e.g., "He's Tom," "He's Jack," etc.
Echo: ◯ (1).

WHO IS HE?

WHO IS HE?

HE'S JOE.

HE'S JOE.

3. Repeat step 2, but this time contract "Who is . . ." to "Who's . . ." (This is the normal conversational form.)

WHO'S HE?

WHO'S HE?

HE'S JOE.

HE'S JOE.

4. Repeat step 2, referring to the girls this time. Again be sure to point to a different girl each time, changing the proper name in the response, e.g., "She's Mary," "She's Elsa," etc.

WHO IS SHE?

WHO IS SHE?

SHE'S JANE.

SHE'S JANE.

5. Repeat step 4, but this time contract "Who is . . ." to "Who's . . .":

WHO'S SHE?

WHO'S SHE?

SHE'S JANE.

SHE'S JANE.

6. Free Dialog. Have pairs of pupils come to the front and have them go through the same sort of dialogs as above. Let them choose which pupil to point to when asking the question. Watch their use of the pronouns. (See Likely Errors b and c.)

C. Pronunciation

1. Show the pupils the position of the jaw and the smiling lip position for the [iy] sound before you begin.
   Echo: ◯ (3).

   HE
   HE

   SHE
   SHE

2. Drop your jaw and relax your smile and make the [i] sound before you begin.
   Echo: ◯ (3).

   IS
   IS

3. Echo: ◯ (3).

   MISS
   MISS

4. Show the pupils the picture of the ship and the picture of the sheep. Hold the appropriate picture as you pronounce "a ship" or "a sheep" for their imitation.

   A SHIP
   A SHIP

   A SHIP
   A SHIP

   A SHEEP
   A SHEEP

   A SHIP
   A SHIP

Distribute the mirrors. Have the children look at their mirrors when they imitate in the activities that follow.

A SHEEP — A SHEEP

A SHEEP — A SHEEP

A SHIP — A SHIP

5. Have the whole class respond when you point to the picture:

A SHEEP	Show the picture of the sheep.
A SHIP	Show the picture of the ship.

Do this several times, pointing to either picture randomly.

6. Recite the following lines and act out the lines:

TIP'EE, TIP'EE TIP TOE WALK AROUND.	Walk around on tip toes.
TIP'EE, TIP'EE TIP TOE THEN SIT DOWN.	Sit down.

7. Have the pupils repeat each pair of lines after you. Have them act out the lines.
Echo: ◯ (2).

Test:

Divide the class into two groups. Cover the heads of all the members of Group I with large paper sacks. Pointing to one of them, ask Tom of Group II.

WHO'S [HE / SHE] ?

Likely Errors

a. Who is [he / she] ? ⟶ *Who is it?

Tom: [HE'S / SHE'S] ________.

Take the paper sack from the head of the child you're pointing at. If Tom guesses right he gets the paper sack. The unhooded member of Group I points to another member of his group and asks the question:

Group I: WHO'S [HE / SHE] ?

Group II: [HE'S / SHE'S] ________.

Continue till all the hoods are off. Count the number of sacks collected by Group II. Repeat the entire procedure with Group II in hoods, and have these pupils ask the questions.

b. She ⟶ *he (when referring to a girl)

c. He ⟶ *she (when referring to a boy)

d. [i] ⟶ *a raised low high front vowel [i^] in "is," "ship "

e. [i] ⟶ * [iy] in "is," "ship "

f. [iy] ⟶ * [i] in "he," "she "

Introduction

This is a plateau lesson which reviews the type of <u>who</u> question taught in lessons 17 and 18. Here, however, more attention is to be paid to how the response is said (see Teaching Points a and b).

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Who's [Joe? / Jane?]

Who are you?

Who's [he? / she?]

2. The learner will be able to answer these questions with:

<u>He's</u> Joe.
<u>She's</u> Jane.
<u>I</u> am.
<u>You</u> are.

I'm ______________.

He's <u>Tom</u>.

She's <u>Mary</u>.

B. No Test

Teaching Points

a. <u>Who</u> questions with "am," "is," or "are" as the main verb.

b. Emphasis on the subject pronoun of the response if the question has a proper name. (See the underlined pronouns in the first box of examples of objective #2)

c. Emphasis on the predicate proper name when the question has a pronoun. (See the underlined proper names in the second box of examples in objective #2)

d. Agreement of "he" and "she" with their antecedents in gender.

II. MATERIALS

A pencil, a ball, a whistle, a book, a box, a bell, an eraser, a toy airplane, and a puzzle

III. PROCEDURES

1. Free Dialog. Ask each pupil a question.

Question	Response	Notes
WHO'S JOE?	I AM. I'M A BOY.	Model the full response initially.
WHO'S JANE?	I AM. I'M A GIRL.	
TOM, WHO'S SHE?	SHE'S MARY. SHE'S A GIRL.	Point to Mary. Model the answer if you have to.
WHO ARE YOU?	I'M TOM. I'M A BOY.	
MARY, WHO'S JANE?	SHE IS.	Have Mary point to Jane.

2. Have the entire class stand in a large circle. Start the game by asking your neighbor three questions:

WHO ARE YOU?
He should answer:

I'M ____________.

Then point to someone else and ask:

WHO'S [HE? / SHE?]

See if he can answer:

[HE'S / SHE'S] ______________.

If he answers correctly, ask:

WHO'S [JOE? / JANE?]

See if he can point to the right person and answer:

[HE'S / SHE'S] __________.

Play the game quickly the first time. For the second and succeeding games, let pupils ask the questions.

3. Free Dialog. Put all of the objects listed under Materials on the table. Choose a monitor to be in charge of it. Have the other pupils line up in pairs by the monitor. The monitor should talk to each pair of pupils when it is their turn. Model the role of the monitor the first time.

Monitor:	WHO ARE YOU?	Do not be too insistent on the form of the activity as long as your pupils are asking and answering questions properly.
1st L:	I'M JOE.	
Monitor:	WHAT DO YOU WANT?	
1st L:	I WANT ________.	
Monitor:	WHO'S SHE?	Have the monitor point to the other member of the pair.
1st L:	SHE'S JANE.	
Monitor:	WHAT DO <u>YOU</u> WANT?	Monitor turns to Jane.
(Jane) 2nd L:	I WANT ________.	

The monitor should give the children the two objects that have been asked for.

1st and 2nd L: THANK YOU!

Continue on around the group. Put all of the objects back on the table and choose a new monitor. Repeat the game as many times as you have time for.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

    What is he?
    What is she?

2. The learner will be able to answer such questions with:

    He's a _______.
    She's a _______.

3. New vocabulary: a pupil, a teacher, a postman, a nurse, a fireman, and a policeman.

4. The learner will be able to produce the intonation patterns of questions like those in 1 above in a series:

    First time in series: What i--s he?

    Other times in series: What is he--?

B. Test: See page 5.

II. MATERIALS

A. Pictures of a policeman, a fireman, a nurse, and a postman

B. Two pictures of a teacher: one a male teacher, the other female (preferably of actual teachers familiar to the children)

C. Two pictures of a pupil: one of a boy, another of a girl (preferably of actual pupils in your class)

Teaching Points

a. What questions with the main verb "is" and subject "he" or "she."

b. "Is" goes with subject "he" or "she."

c. The normal intonation pattern of a question like "What is he?" emphasizes "is" with high pitch, strong stress, and extra length.

d. In a series, and to indicate contrast, the intonation pattern of a question like "What is he?" emphasizes the subject with high pitch, strong stress, and extra length.

III. PROCEDURES

A. Review

1. Chain Dialog. Have 1st L turn to 2nd L and point to some other learner as he asks:

You may have to model this activity at first.

1st L: WHO'S [HE ? / SHE?]

2nd L: [HE'S / SHE'S] (name of pupil).

WHO'S [HE ? / SHE?]

Now 2nd L turns to 3rd L and points to some other learner.

3rd L: [HE'S / SHE'S] (name of pupil).

ETC.

B. Presentation

1. Place the pictures of the teacher (female), the nurse, and the pupil (girl) on the chalk tray. Point to a different picture each time you model and echo. Model both the question and the answer before modeling the question again. Do the same in the echo activity. Model: (3). Echo: ◯ (3), ⊙ .

WHAT IS SHE?

SHE'S A TEACHER.

2. Free Dialog. Have half the class ask the question, the other half respond.

Hold up the picture that depicts the teacher (female).

(T) : WHAT IS SHE?

(C) : SHE'S A TEACHER.

Repeat, reversing roles.

3. Repeat step 2 with the picture of the male teacher:

(T) : WHAT IS HE?

(C) : HE'S A TEACHER

Repeat, reversing roles.

4. Repeat using the appropriate picture: "a pupil," "a nurse," "a postman," "a fireman," and "a policeman."

C. Pronunciation

1. Put four of the pictures on the chalk tray. Point to each one as you speak, using the appropriate pronoun. Model the entire series before proceeding to the echo.
Model: (1). Echo: ◯ (1).

WHAT IS HE? — WHAT IS HE?

WHAT IS HE? — WHAT IS HE?

WHAT IS HE? — WHAT IS HE?

Point to the first picture in the series.
The children point to the same picture.
Point to the second picture in the series.
The children point to the same picture.

Point to the third picture.
The children point to the same picture.

Lesson 20

WHAT IS HE?   WHAT IS HE?

2. Call an individual pupil to repeat the drill. Have the rest of the class respond.

1st L: WHAT IS HE?
◯ : HE'S A ________.

1st L: WHAT IS HE?
◯ : HE'S A ________.

ETC.

Continue with different leaders.

Point to the fourth picture. The children point to the same picture.

Test:

Divide the class into two groups. Have group I come to the front of the classroom. Give to each member of the group a picture to hold. The backs of the pictures face the children in their seats (group II). Group II begins a chain dialog:

1st L: WHAT IS HE? as 1st L points to a member of group I, say Joe.

2nd L: HE'S A ________.

Joe turns his picture around for everyone to see if the 2nd L of group II has guessed right. Joe says:

YES, I AM A ________.
NO, I'M NOT A ___. I'M A ___.

Continue:

2nd L: WHAT IS SHE? as 2nd L points to a member of group I, say Mary.

3rd L: SHE'S A ______.

Mary turns her picture around and makes the correct reply.

Continue till all the pictures have been turned around. Repeat the entire procedure with group II holding the pictures and group I conducting the chain dialog.

Likely Errors

a. What is he? ——> *Who is he? when the expected answer is an indefinite noun phrase, e.g., "A policeman." The expected answer for "Who is he?" is a definite noun phrase, e.g., "The policeman" or "Joe Smith."

b. He's a policeman. ——> *He's the policeman. - in answer to the question "What is he?"

c. What is he? ——> *What is he? in the usual conversational situation where the question is not the second or third in a series. The abnormal form, with emphasis on the pronoun, (for this situation) approximates the normal rhythm pattern of several languages other than English.

Note: The test carries the lesson a predictable step forward by including sentences like "I am a ______." Predictable steps like this one should not create a problem. However, the new pattern is not considered part of the test of objectives.

Lesson 21

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions such as:

   Who has a balloon?

   What is it?

2. The learner will be able to respond to these questions with:

   Joe has a balloon.
   Joe does.

   It's a marble.

3. New vocabulary: a balloon, a bracelet, a marble.

4. The learner will be able to pronounce [ae] in words like "banana" and [uw] in words like "who" and "balloon," as in:

   It's a banana.
   Who has the balloon?

B. Test: See pages 6, 7 and 8

II. MATERIALS

A. Two books, two balloons, two marbles, and two bracelets

B. A puzzle, a ball, a doll, an apple, a bannana, and an orange

C. Hats or other props for the mailman, the teacher, the fireman, the nurse, and the policeman.

Teaching Points:

a. Who questions with verbs like "has."

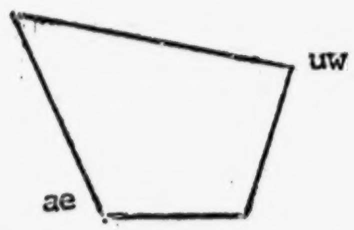
b. Answers to a above have a proper name, "he" or "she" as subject.

c. Answers to a above either repeat all or part of the predicate or contain the pro-verb "does" in place of of the predicate.

d. What questions with "is" as the main verb and "it" as the subject.

e. Response to such what questions.

f. The low front vowel [ae] and the high back rounded diphthong [uw] :



Real objects if possible. If not, a picture of each.

III. PROCEDURES

A. Review

Free Dialog. Dress five pupils in the hats or other props you have for the mailman, the fireman, the teacher, the nurse, and the policeman. Have one pupil come up and ask the questions, i.e.

1st L:	MARY, WHAT IS HE?	Pointing to the policeman
Mary:	HE'S A POLICEMAN.	
1st L:	JOE, WHAT IS SHE?	Pointing to the nurse
Joe:	SHE'S A NURSE.	
1st L:	TOM, WHAT IS HE?	Pointing to the mailman
Tom:	HE'S A MAILMAN.	
ETC.		

Change the roles so everyone gets a chance to wear the props, as well as ask and answer the questions in this activity.

B. Presentation

1. Have the pupils gather around a table. Place a doll, a ball, an apple, and an orange on the table.
   Model: (1).

   WHAT IS IT?
   IT'S A DOLL. — Point to the doll.

   WHAT IS IT?
   IT'S A BALL. — Point to the ball.

WHAT IS IT?
IT'S AN APPLE.

Point to the apple.

WHAT IS IT?
IT'S AN ORANGE.

Point to the orange.

2. Free Dialog. Have pairs of pupils come up to the front. Give the doll to Joe and have him ask Jane:

Joe: WHAT IS IT?
Jane: IT'S A DOLL.

Have three other pairs of pupils repeat the dialog, the first pair with a ball, the second with an apple, and the third with an orange.

3. Repeat steps 1 and 2 with a balloon, a marble, and a bracelet.

"Balloon" [bəluwn]

4. Have Jane, Tom, and Mary come to the front of the class. Give the balloon to Jane, the marble to Tom, and the bracelet to Mary. Complete one dialog before you proceed to the following dialog. The underlined words are to be emphasized.
Echo: ○ (2).

WHO HAS THE BALLOON?
WHO HAS THE BALLOON?

<u>JANE</u> HAS THE BALLOON.
<u>JANE</u> HAS THE BALLOON.

Jane does not echo.

WHO HAS THE MARBLE?
WHO HAS THE MARBLE?

<u>TOM</u> HAS THE MARBLE.
<u>TOM</u> HAS THE MARBLE.

Tom does not echo.

WHO HAS THE BRACELET?

WHO HAS THE BRACELET?

MARY HAS THE BRACELET.

MARY HAS THE BRACELET.

Mary does not echo.

5. Chain Dialog: Have three other pupils come up. Distribute the balloon, the marble, and the bracelet among them. Begin the chain dialog:

WHO HAS THE MARBLE?

1st L: JACK HAS THE MARBLE. WHO HAS THE BALLOON?

2nd L: TIM HAS THE BALLOON. WHO HAS THE BRACELET?

3rd L: ROSE HAS THE BRACELET.

6. Have Joe, Jane, and Mary come to the front of the class. Distribute the marble, the bracelet, and the doll among them. Complete one dialog before proceeding to the following one. Echo: ◯ (2).

WHO HAS THE DOLL?

WHO HAS THE DOLL?

JANE DOES.

JANE DOES.

WHO HAS THE MARBLE?

WHO HAS THE MARBLE?

JOE DOES.

JOE DOES.

WHO HAS THE BRACELET?

WHO HAS THE BRACELET?

MARY DOES.

MARY DOES.

7. Chain Dialog: Have four other pupils come to the front of the class. Distribute the puzzle, the ball, the apple, and the orange among them. Have Joe begin the chain dialog, and you be the first one to respond:

Joe: WHO HAS THE APPLE?

You may have to model the question for Joe by whispering in his ear.

Teacher: ROSE DOES. WHO HAS THE ORANGE?

1st L: JACK DOES. WHO HAS THE DOLL?

Do not correct pupils who give the full response, e.g., "Jack has the orange."

2nd L: ELAINE DOES. WHO HAS THE BALL?

3rd L: JOHNNY DOES.

C. Pronunciation

1. Give the banana to Joe. Model all four items below (the two words and the two sentences) before modeling the second time. Do the same in the echo activity.
Model: (2). Echo: ◯ (2).

WHO

WHO [huw]

BANANA

BANANA [bənæna]

WHO HAS THE BANANA?

WHO HAS THE BANANA?

YOU DO!

YOU DO!

Point to Joe.
[yuw duw] . Everyone points to Joe (except Joe).

2. Chain Dialog. Hold up the banana and address 1st L:

WHO HAS THE BANANA?

1st L: YOU DO.
WHO HAS THE BANANA?

Model the response if necessary. Give the banana to 1st L. He addresses 2nd L.

2nd L: YOU DO.
WHO HAS THE BANANA?

1st L gives the banana to 2nd L. He addresses 3rd L.

3rd L: YOU DO.
WHO HAS THE BANANA?

2nd L gives the banana to 3rd L. He addresses 4th L.

ETC.

Test:

1. Divide the class into two groups. Distribute several of the objects listed in MATERIALS to group I. The members of group I hold their objects behind them. A member of one group engages a member of the other group in conversation. This is repeated till all such pairs have participated. Members of group I ask the questions:

(a) Joe from group I:
WHO HAS THE MARBLE?
Jane from group II:
TOM [DOES.
HAS THE MARBLE.]

Likely Errors

a. Who has a puzzle? → *Who have a puzzle?

b. He does. → *He do. (to the question: "Who has a puzzle?")

c. [æ] → * [a] in the second syllable of "banana."

d. [uw] → * [u] in "who" and "balloon."

Tom brings the object from behind him.

Joe from group I:

YES, HE DOES. NO, HE DOESN'T. HE HAS THE ________.

(b) Jack from group I: WHO HAS THE BRACELET?

Rose from group II:

JOHNNY DOES. / HAS THE BRACELET.

Johnny brings the object from behind.

Jack from group I:

YES, HE DOES. NO, HE DOESN'T. HE HAS THE ________.

Continue till all the objects from group II have been shown.

2. Repeat step 1 with group II hiding the objects and asking the questions.

3. Put a balloon, a book, a marble and a bracelet each in a different paper sack. Have the pupils gather around your table in two groups (as above): group I and group II. Have Joe of group I pick a sack and feel what's inside the sack with his hands. Jane of group II asks the question:

(Group II) Jane: WHAT IS IT?

(Group I) Joe: IT'S A ______.

Take the paper sack from Joe, bring out the object, and say:

YES, IT IS A ________.
NO, IT ISN'T. IT'S A ________.

If Joe has guessed correctly, he gets the object. If he hasn't, Jane gets the object.

It is now Group II's turn to pick a paper sack and guess what's in it. Continue till all the objects are in the pupils' hands.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

   Is this Joe?

   Is that Jane?

2. The learner will be able to answer the above questions with:

   Yes, and this is Mary.

   Yes, and that's Tom.

3. The learner will be able to produce the consonant [ð] in words like "this" and "that."

B. Test: See page 5.

II. MATERIALS

A. A ball, an orange, an eraser, and a puzzle

B. Four boxes that look alike and are large enough to contain the ball, orange, eraser, or puzzle

C. Four puppets: two of boys, two of girls

D. A picture of two little dogs sitting by their mother to illustrate the rhyme in step 2 of the pronunciation section.

Teaching Points

a. Yes - no questions with "is" as the main verb.

b. Short answers with "and."

c. The demonstratives "this" and "that."

d. The voiced dental fricative [ð] . The upper and lower teeth are brought close together and the tongue tip makes light contact with both upper and lower teeth. The lightness of the contact, which does not interrupt the outflow of breath, appears to be the crucial feature that makes [ð] different from [d] .

III. PROCEDURES

A. Review

1. Free Dialog. Place a ball, an orange, an eraser, and a puzzle in the four boxes on your desk. Have a pupil, Joe, come up to the front, close his eyes, put his hand in one of the boxes and feel the object inside. Have the rest of the class ask:

   WHAT IS IT?

   And Joe answers:

   Joe: IT'S ________.

   He then brings out the object for the class to see. The entire class then comments:

IT IS ________.
IT ISN'T ________. IT'S ________.

   Stress on "is."

   Stress on isn't."

   Put the object away. Repeat with three other pupils coming to the front and guessing at the three other objects in the boxes. Then return the objects to the boxes and repeat the activity with four other pupils.

B. Presentation

1. Have two children, Joe and Jane, come up to the front. Stand immediately behind the two children. Address yourself to the class as you point to Joe and say:
   Model: (3).

   IS THIS JOE?

Answer your own question and, pointing to Jane, say:

YES, AND THIS IS JANE.

Repeat the procedure with two other pairs of children.

2. Repeat the procedure of step 1 with three different pairs of pupils, but this time have the other children repeat after you.
Echo: (3).

3. Free Dialog. Repeat the procedure of step 1, but this time have a third child nearby ask the question and a fourth child nearby respond. For example:

3rd L: IS THIS TOM?

3rd L points to Tom, who is nearby and who is one of the pair of children standing before the class.

4th L: YES, AND THIS IS MARY.

4th L points to Mary, who is nearby and who is the other member of the pair standing before the class.

Repeat the activity twice with two other sets of children.

4. Have two children, Joe and Jane, come up to the front. Stand at quite a distance from them, say from across the room. Address yourself to the class as you point to Joe and say:
Model: (3).

IS THAT JOE?

Answer your own question, and, pointing to Jane, say:

YES, AND THAT IS JANE.

5. Repeat the procedure of step 4 with three other pairs of pupils but this time have the children who are at their seats and at a distance from the pair repeat after you. Echo: ◯ (3).

6. Free Dialog. Repeat the procedure of step 4, but this time have a third child ask the question and a fourth child respond. Both the third child and the fourth child should be across the room from the pair they are talking about. For example:

3rd L:	IS THAT TOM?	3rd L points to Tom.
4th L:	YES, AND THAT'S MARY.	4th L points to Mary after saying, "Yes."

Repeat the activity with several other pairs of pupils.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙ .

You might introduce these pronunciation activities with an imitation of the [ð] sound in isolation - see Pronunciation step 1 of lesson 11.

THIS

THIS

THAT

THAT

2. Show the picture of the dogs, pointing to the individual dogs as you refer to them. Stand nearer the "sister" than the "brother." Model: (3). Echo: ◯ (3).

On your first model of the verse exaggerate your enunciation of [ð] in "there," "their," "mother," "this," "that," and "brother."

THERE ARE TWO LITTLE DOGS.

THERE ARE TWO LITTLE DOGS.

SITTING BY THEIR MOTHER.

SITTING BY THEIR MOTHER.

THIS ONE IS A SISTER,

THIS ONE IS A SISTER,

THAT ONE IS A BROTHER.

THAT ONE IS A BROTHER.

3. Let the children say the lines of the verse with you.

Test:

Have two pairs of pupils, a boy and a girl for each pair, come to the front and stand close to each other. Give a puppet to each child and name each puppet after the child holding it. After you've given the puppets, you might touch each puppet in turn and say, "This is Joe," "This is Jane," "This is Tom," and "This is Mary." You might find it necessary to be a member of one of the first two pairs to come up in order to start the activity properly. Let us say that Joe and Jane make up one pair and Tom and Mary make up the other pair. The children will speak for their puppets. Pointing to Tom, Joe asks Jane:

Joe: IS THIS TOM?

Jane points to Mary:

Jane: YES, AND THIS IS MARY.

Now Mary points to Jane and asks Tom:

Mary: IS THIS JANE?

Tom points to Joe:

Tom: YES, AND THIS IS JOE.

Likely Errors

a. That → *this, where the person referred to is considered to be away from the speaker.

b. This → *that, where the person referred to is considered to be close to the speaker.

c. [ð] → *[d] or *[θ] in "this" and "that." [θ] is the voiceless counterpart of [ð].

Lesson 23

Introduction

There is a systematic relationship between the sentence, "That's a flag," and the phrase, "that flag." The latter is said to be derived from the former; i.e., the phrase is meaningfully equivalent to the sentence. This relationship is indirectly suggested in this lesson, the sentence form appears under Presentation, the phrase under Pronunciation.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

   What's this?

   What's that?

2. The learner will be able to answer the above questions with:

   It's [a / an] ________.

3. New vocabulary: a door, a closet, a clock, a light, a flag, a window, a sink, and a desk

4. The learner will be able to pronounce [a] in words like "want" and "clock" and [æ] in words like "that" and "flag," as in:

   I want that flag.

   I want that clock.

B. Test: See pages 7 and 8.

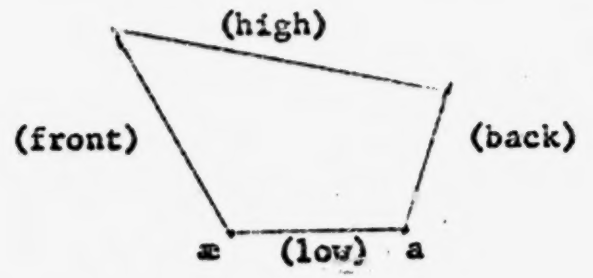
Teaching Points

a. What questions with "is" as the main verb.

b. Subjects "this" and "that" follow "is" in what questions.

c. A response to a what question may begin with "it."

d. The low-back vowel [a] and the low-front vowel [æ] :



II. MATERIALS

A. A balloon, a marble, and a bracelet

B. Pictures of flags and clocks; enough of both pictures so there is one for each child.

III. PROCEDURES

A. Review

Free Dialog. Place the balloon, the marble, and the bracelet on your table. Have two pupils come up and have one of them pick up one of the objects and ask the other:

1st L: IS THIS [A / AN] _______?

2nd L: [YES, IT IS. / NO, IT ISN'T. IT'S [A / AN] _______.]

Have a third pupil come up to answer the question of 2nd L, who has picked up another object:

2nd L: IS THIS [A / AN] _______?

3rd L: [YES, IT IS. / NO, IT ISN'T. IT'S [A / AN] _______.]

Continue until all have had a chance to participate.

B. Presentation

1. The group should be limited to five pupils (indicated by ⑤). Model (2). Echo: ⑤ (2).

THIS IS A DOOR.	Go to the door and point to it. Do not point with outstretched arm (compare step 5).
⑤ : THIS IS A DOOR.	The group of five pupils goes to the door and points to it.
THAT'S A WINDOW.	Point to the window from where you are at the door.
⑤ : THAT'S A WINDOW.	The group of five pupils point to the window from where they are at the door.

2. The group should be limited to a different five pupils than those who participated in step 1. Model (1). Echo: ⑤ (1).

THIS IS A DESK.	Go to the desk and point to it.
⑤ : THIS IS A DESK.	The group of five pupils goes to the desk and points to it.
THAT'S A SINK.	Point to the sink from where you are at the desk.
⑤ : THAT'S A SINK.	The group of five pupils point to the sink from where they are at the desk.

3. The group should be limited to five pupils. Include in the group those who did not participate in steps 1 and 2.
Model (1). Echo: ⑤ (1).

THIS IS A CLOCK.	⑤ : THIS IS A CLOCK.	As in steps 1 and 2
THAT'S A LIGHT.	⑤ : THAT'S A LIGHT.	

4. The group should be limited to five pupils.
Model (1). Echo: ⑤ (1).

THIS IS A FLAG.	⑤ : THIS IS A FLAG.	As in steps 1 and 2
THAT'S A CLOSET.	⑤ : THAT'S A CLOSET.	

5. All the children are to respond from their seats as they point to the appropriate objects.
Echo: ◯ (2).

THAT'S A CLOSET.	THAT'S A CLOSET.	Point with outstretched arm to the closet from a distance.
THAT'S A FLAG.	THAT'S A FLAG.	Point to the other objects in the same way.
THAT'S A LIGHT.	THAT'S A LIGHT.	
THAT'S A CLOCK.	THAT'S A CLOCK.	
THAT'S A SINK.	THAT'S A SINK.	
THAT'S A DESK.	THAT'S A DESK.	
THAT'S A WINDOW.	THAT'S A WINDOW.	

THAT'S A DOOR.

THAT'S A DOOR.

6. Model: (1).

WHAT'S THIS?

Go near the clock and point to it.

IT'S A CLOCK.

WHAT'S THAT?

Point to the light from where you are by the clock.

IT'S A LIGHT.

7. Free Dialog. Point to either the clock or the light, and address the question to the whole class.

WHAT'S THIS?

As in step 6

IT'S A LIGHT.

WHAT'S THAT?

IT'S A CLOCK.

Call on each child to ask the questions, going near the light but pointing to the clock from where he is by the light. Vary the procedure by having some of the children go first near the clock, then pointing to the light.

8. Repeat steps 6 and 7 with "a closet" and "a sink."

9. Model: (1).

WHAT'S THIS?

As in step 6

IT'S A DOOR.

WHAT'S THAT?

IT'S A WINDOW.

10. Free Dialog. Point to the door or the window, and address the question to the whole class.

WHAT'S THIS?

○ IT'S A DOOR.

WHAT'S THAT?

○ IT'S A WINDOW.

Call on each child to ask the questions, proceeding as in step 6.

11. Repeat steps 9 and 10 with "a desk" and "a flag."

C. Pronunciation

1. Model the sentence before modeling the phrase again. Do the same in the echo activity.
Model: (3). Echo: ○ (3), ⊙ .

A FLAG.

A FLAG.

THAT'S A FLAG.

THAT'S A FLAG.

2. Model the sentence before modeling the phrase again. Do the same in the echo activity.
Model: (3). Echo: ○ (3), ⊙ .

A CLOCK.

A CLOCK.

THAT'S A CLOCK.

THAT'S A CLOCK.

3. Echo: ◯ (3).

THAT'S A FLAG.

THAT'S A FLAG.

I WANT THAT FLAG.

I WANT THAT FLAG.

4. Echo: ◯ (3).

THAT'S A CLOCK.

THAT'S A CLOCK.

I WANT THAT CLOCK.

I WANT THAT CLOCK.

5. Free Dialog. Place the pictures of the clock and the flag on the chalk rail. Have the children indicate what they want by pointing to one of the pictures and making the appropriate request (you may have to model the first request).

1st L: I WANT THAT CLOCK. — Give him the picture.

2nd L: I WANT THAT FLAG. — Give him the picture.

ETC.

Test:

Divide the class into two groups, then have group I come to the front. Allow the members of group I to move about one at a time and ask questions like the following:

WHAT'S [THIS? / THAT?]

while pointing to the door, the sink, etc., (close to him for "What's this?" or far from him for "What's that?"). A member of group II is to respond with the pattern:

IT'S [A / AN] ________.

When all the pupils of group I have asked questions, have the members of group II ask the questions.

Lesson 23

Likely Errors

a. That ⟶ *this, where the object referred to is considered to be away from the speaker.

b. This ⟶ *that, where the object referred to is considered to be close to the speaker.

c. [æ] ⟶ * [a] in "that" and "flag."

d. [ð] ⟶ * [d] or [θ] in "this" and "that."

Introduction

The conjunction "or" is one of those seemingly inconsequential words which actually have a great deal to do with learning to use the language or, perhaps more accurately, to think in the language.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Do you want this crayon?
Do you want that crayon?

Do you want this crayon or that one?

2. The learner will be able to respond to the above questions, respectively, with:

Yes, I do.
No, I don't.

I want this / that one.

This one.
That one.

3. New vocabulary: one (as a pronoun).

4. The learner will be able to pronounce [ə] in words like "one" and [æ] in words like "that," as in:

I want that one.

Teaching Points

a. Questions with "or" that require a choice: "Do you want a pen / or a pencil?" with a pause, between "pen" and "or."

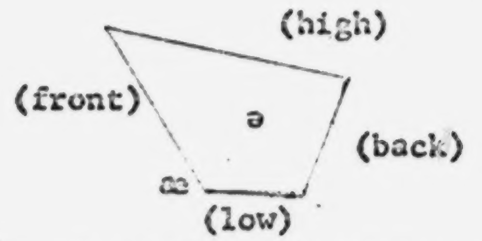
b. The responses to such questions:

I want this one.
This one.

I want that one.
That one.

c. Yes-no questions without "or" and the responses to them.

d. The unstressed mid-central [ə] and the low front [æ]:



"Mid" means halfway between high and low; "central" halfway between front and back.

B. Test: See page 6.

II. MATERIALS

Enough of the following so that everyone, including yourself, can have two of each: marbles, crayons, and pencils.

III. PROCEDURES

A. Review

1. Model the dialog with the puppets, "Joe" and "Jane." The first puppet holds up both a crayon and a pencil.
Model: (2).

Jane: DO YOU WANT THE CRAYON?

Joe : NO, I DON'T WANT THE CRAYON.
I WANT THE PENCIL.

Jane: DO YOU WANT THE PENCIL?

Joe : NO, I DON'T WANT THE PENCIL.
I WANT THE CRAYON!

The use of "it" as a substitute for a noun phrase in this dialog is intended to contrast with the use of "one" as a substitute for a noun in the presentation below.

After the first rendition of the dialog, laugh and say, "Joe doesn't want the pencil and he doesn't want the crayon!" If the humor of this is beyond your pupils, teach the material as two separate dialogs.

Limit the review to five minutes.

2. Free Dialog. Give the puppets to two of the pupils and have them imitate the dialog in Step 1. Repeat with other pairs of pupils.

B. Presentation

1. Place two marbles on everyone's desk, including your own.
Model: (2). Echo: ◯ (2).

DO YOU WANT THIS MARBLE/
OR THAT ONE?

Pick up one marble when you say "this" and point to the other marble on your desk when you say "that." Pause briefly after "marble" (indicated by a slash). Have the children imitate your gestures.

DO YOU WANT THIS MARBLE/
or THAT ONE?

2. Free Dialog. Have a pupil ask you the question:

DO YOU WANT THIS MARBLE
OR THAT ONE?

He picks up a marble when he says "this" and points to the other one when he says "that."

I WANT THIS ONE.

Point to the one in his hand.

Repeat the procedure with another pupil:

DO YOU WANT THIS MARBLE
OR THAT ONE?

I WANT THAT ONE.

Point to the one on his desk.

3. Free Dialog. Have pairs of pupils produce the dialogs in Step 2. Vary the dialogs by giving the pupils pairs of crayons or pairs of pencils.

4. Place two crayons on everyone's desk including your own.
Echo: (3).

DO YOU WANT THIS CRAYON?

Pick up one crayon.

DO YOU WANT THIS CRAYON?

The pupils pick up one crayon.

5. Have the pupils hold one crayon in their hands and leave the other crayon on their desks. You do the same.

Echo: ○ (3).	
DO YOU WANT <u>THAT</u> CRAYON?	Point to the crayon on your desk. Each pupil points to the crayon on his desk.
DO YOU WANT <u>THAT</u> CRAYON?	
6. Free Dialog. Have a pupil ask you the question:	
DO YOU WANT <u>THAT</u> CRAYON?	He points to the crayon on his desk while he holds the other one.
NO, I DON'T. I WANT <u>THIS</u> CRAYON.	Touch the crayon is his hand. He hands you the crayon.
Repeat the procedure with another pupil.	
DO YOU WANT <u>THIS</u> CRAYON?	He motions with the crayon in his hand.
NO, I DON'T. I WANT <u>THAT</u> CRAYON.	Point to the crayon on his desk.

7. Free Dialog. Have pairs of pupils produce the dialog in Step 6. Vary the dialogs by distributing pairs of pencils or pairs of marbles.

C. Pronunciation

1. Model: (3). Echo: ○ (3).

   THAT.

   THAT.

2. Model: (3). Echo: ○ (3).

   ONE.

   ONE.

3. Model: (3). Echo: ◯ (3), ⓒ.

<u>THAT</u> ONE.

<u>THAT</u> ONE.

4. Free Dialog: Place the marbles, the pencils, and the crayons on the chalk rail. Have each pupil point to one of the objects and say:

I WANT <u>THAT</u> ONE.

Give him the object he wants after he has pronounced the sentence to your satisfaction.

I want that one.

Test:

Place a row of five crayons on each end of your table. Station two pupils by your table, one beside one row of crayons, the other beside the other row. Have one of them ask one of the following questions. You may have to model the activity at first:

1st L:

DO YOU WANT THIS CRAYON OR THAT ONE?
DO YOU WANT THIS CRAYON? DO YOU WANT THAT CRAYON?

1st L should point to two crayons on the table as he asks the questions so that he may indicate that he knows the meaning of "this" and "that." In other words, he should be pointing to a crayon in the row close to him when he says "this" and to a crayon at the far end of the table when he says "that."

The other learner by the table answers the question by choosing the appropriate response:

2nd L:

I WANT [THIS / THAT] ONE.
YES, I DO. NO, I DON'T. I WANT [THIS / THAT] ONE.

Then have the 2nd L ask the question and the 1st L respond. Repeat with other pairs of pupils till all have participated.

Likely Errors

a. "Yes, I do" or "No, I don't" in response to a question like "Do you want this crayon or that one?"

b. That —> *this, where the object referred to is considered to be away from the speaker.

c. This —> *that, where the object referred to is considered to be close to the speaker.

d. [æ] —> * [ɔ] or [a] in words like "that."

e. [ə] —> * [a] in words like "one."

Lesson 25

I. OBJECTIVES

A. Content

1. The learner will be able to ask:

   Where's the _____?

2. The learner will be able to answer the above question with:

   It's on the _____.

3. New vocabulary: A fork, a knife, a spoon, and a napkin.

4. The learner will be able to pronounce the consonant [r] in such words as "floor" and "chair."

B. Test: See page 5.

II. MATERIALS

A. A spoon, a knife, and a fork, preferably of plastic

B. A napkin

C. Classroom items.

III. PROCEDURES

A. Review

Chain Dialog. Point to an object and ask, "What's that?" Touch an object and ask, "What's this?" Other possible questions: "Is this___?" and "Is that___?" Have pupils take turns standing up and moving around, and asking,

<u>Teaching Points</u>

a. <u>Where</u> questions about objects, with "is" as the main verb.

b. Responses with "on" to such questions.

c. "The" for things already mentioned or seen by both speaker and listener.

d. The retroflex consonant [r] after a vowel.

"What's that?", "Is that____?"

B. Presentation

1. Model: (1).

THIS IS A KNIFE. — This is a knife.

2. Have only half the class echo individually.
Model: (1). Echo: ◯ (2), ⊙ .

IT'S A KNIFE.
IT'S A KNIFE.

3. Place the knife on a chair.
Model: (3).

WHERE'S THE KNIFE?
IT'S ON THE CHAIR.

4. Have the other half of the class echo individually.
Echo: ◯ (3), ⊙ .

WHERE'S THE KNIFE?
WHERE'S THE KNIFE?

IT'S ON THE CHAIR.
IT'S ON THE CHAIR.

5. Chain Dialog.

JANE, WHERE'S THE KNIFE? — Leave the knife on the chair.

Jane: IT'S ON THE CHAIR.
MARY, WHERE'S THE KNIFE?

Mary: IT'S ON THE CHAIR.
TOM, WHERE'S THE KNIFE?

ETC.

6. Repeat Steps 3, 4, and 5 with "a fork," placing it on the table.

7. Repeat Steps 4 and 5 with "a spoon" and "a napkin," varying the location as you please: e.g., desk.

8. Chain Dialog. Place different objects on various things. Change the location of the objects as the activity progresses.

   JANE, WHERE'S THE NAPKIN?

   Jane: IT'S ON THE TABLE.
   TOM, WHERE'S THE FORK?

   Tom : IT'S ON THE NAPKIN.
   JOE, WHERE'S THE SPOON?

   Joe : IT'S ON THE BOOK. MARY,
   WHERE'S THE SWEATER?

   ETC.

Give the pupils whatever help they need in getting started but let them carry on the drill by themselves.

C. Pronunciation

1. Model: (3). Echo: ○(3), ⊙.

   A DOOR.
   A DOOR.

   A CHAIR.
   A CHAIR.

2. Model: (3). Echo: ○ (3), ⊙ .

   WHERE'S THE CHAIR?
   IT'S OVER THERE.

   WHERE'S THE CHAIR?
   IT'S OVER THERE.

Omit this first dialog if you think it will be difficult for your pupils. Point to the chair.

WHERE'S THE CHAIR?
IT'S ON THE FLOOR.

WHERE'S THE CHAIR?
IT'S ON THE FLOOR.

Point to the floor where the chair is.

3. Free Dialog. Ask everyone in your class individually:

WHERE'S THE CHAIR?

(·): IT'S OVER THERE.
IT'S ON THE FLOOR.

Test:

Arrange a chair so that it cannot be seen by the children. Tell Jane, out loud, to put a spoon, a fork, a knife, or a napkin on the chair or on the table, as she pleases: e.g., "Jane, put the fork on the chair or on the table." Have Jane ask Joe:

WHERE'S THE ________?

If Joe answers correctly with the pattern:

IT'S ON THE TABLE. / CHAIR.

Jane responds:

YES, IT IS.

Then Joe takes Jane's role. If he doesn't answer correctly, Jane says:

NO, IT ISN'T. IT'S ON THE ___.

and then proceeds to repeat her role. Give everyone an opportunity to question and guess.

Likely Errors

a. Where's the fork? ⟶ *Where the fork?

b. Where's the knife? ⟶ *Where's a knife, when referring to an object already spoken of.

c. A trilled alveolar or dental [r] for the English retroflex [r].

Lesson 26

I. OBJECTIVES

A. Content

1. The learner will be able to use the word "in," in contrast to the word "on," in sentence patterns already learned:

   The jacket is in the box.

   Is the blouse in the cupboard?

2. New vocabulary: a jacket, a raincoat, a cupboard, a shirt, a dress, a blouse

3. The learner will be able to pronounce the final [ɫ] sound in words like "bell" and "doll," as in:

   I hear a bell.

   I have a doll.

B. Test: See page 5.

II. MATERIALS

A. A jacket, a dress, a raincoat, a blouse, a doll, a bell, a shirt, and a ball

B. A box large enough to contain any of the above objects

C. Two hand puppets, one a boy, the other a girl

D. A cupboard in your classroom.

Teaching Points

a. The prepositions of place "in" and "on."

b. Sentences with "is" as the main verb.

c. The velarized lateral [ɫ] after vowels in a syllable. The tip of the tongue touches the ridge behind the upper front teeth, allowing air to pass over the sides of the tongue. The tongue is lowered and the back of it raised toward the soft palate.

III. PROCEDURES

A. Review

1. Start the following dialog but let the pupils continue it by themselves.

WHO'S JOE?

HE IS. — *Make sure the child emphasizes the pronoun.*

IS THAT JANE?

YES, IT IS.

WHO'S HE?

HE'S TOM. — *Make sure the child emphasizes the proper name.*

IS THAT JACK?

ETC.

B. Presentation

1. Model: (2).

I SEE A JACKET. — *Hold up a jacket for the group to see.*

2. Place the jacket in the cupboard just before you model.
Model: (1).

THE JACKET IS IN THE CUPBOARD.

3. Model: (2). Echo: ◯ (2).

THE CUPBOARD.

THE CUPBOARD. — *Point to the cupboard.*

4. Model: (2). Echo: ◯ (2), ⊙.

THE JACKET'S IN THE CUPBOARD. — *Call on only half of the class to echo individually.*

THE JACKET'S IN THE CUPBOARD.

5. Repeat Steps 1, 2, and 3 with: "a raincoat."

6. Echo: ◯ (2), ⊙.

IS THE RAINCOAT IN THE CUPBOARD?

IS THE RAINCOAT IN THE CUPBOARD?

Call on the other half of the class (see above) to echo individually.

7. Model: (2).

MARY HAS A BLOUSE.

Touch the blouse of a pupil.

8. Put the blouse on the cupboard.
Model: (2). Echo: ◯ (2).

A BLOUSE.

Point to the blouse.

A BLOUSE.

IS THE BLOUSE IN THE CUPBOARD?

IS THE BLOUSE IN THE CUPBOARD?

NO, IT ISN'T. IT'S <u>ON</u> THE CUPBOARD.

NO, IT ISN'T. IT'S <u>ON</u> THE CUPBOARD.

9. Repeat Steps 7 and 8 with: "a shirt" and "a dress."

10. Chain Dialog: Place the raincoat in the cupboard, the jacket in the box, the shirt on the cupboard, the blouse on the box. Allow each child to choose the item he would like to ask about.

Start the dialog but let the pupils continue it by themselves. The dialog may sound something like the one given.

JOE, WHERE'S THE RAINCOAT?

Joe: IT'S IN THE CUPBOARD.
MARY, WHERE'S THE JACKET?

Mary: IT'S IN THE BOX.
TOM, WHERE'S THE SHIRT?

Tom: IT'S ON THE CUPBOARD.
JACK, WHERE'S THE BLOUSE.

ETC.

C. Pronounciation

1. Model: (3). Echo: ◯ (3), ⊙.

Model	Echo
A BELL.	A BELL.
A DOLL.	A DOLL.
A BALL.	A BALL.

2. Use two hand puppets, a boy and a girl, to talk to one another. Hold up the item mentioned.
Model: (3). Echo: ◯ (3), ⊙ .

Girl puppet: I'M A GIRL. I HAVE A DOLL.

Boy puppet : I'M A BOY. I HAVE A BALL.

Both puppets: WE HEAR A BELL.

Both puppets: WELL, WELL.

3. Free Dialog. Have two pupils at a time, a boy and a girl, use the hand puppets to talk to one another in imitation of the above. You may have to help them since the dialog is rather long. Do not insist that they give the dialog word for word.

Test:

Place the articles of clothing from the vocabulary list on a table, saying as you do: "The jacket's on the table," "The shirt's on the table," "The raincoat's on the table," "The dress in on the table," etc. Have Joe and Jane close their eyes while you hide one article of clothing in either a cupboard or a box. Then Joe can look at the remaining articles of clothing on the table to see which one is missing. When he determines what it is, he should say:

WHERE'S THE JACKET?

Then Jane asks:

IS IT IN THE CUPBOARD?

Call on a third pupil, who has seen where you have hidden the jacket, to answer the question:

Tom: YES, IT'S IN THE CUPBOARD.
NO. IT'S IN THE BOX.

For the next turn have Jane take Joe's place and Tom take Jane's place. Rotate in this way till everyone has had a chance to participate in all three roles.

Likely Errors

a. In → *on, where the reference is to an object inside an enclosure or container.

b. [ɫ] → [l] , in words like "bell" and "doll." [l] represents the non-velarized sound normally heard at the beginning of "like" and "let."

Lesson 27

I. OBJECTIVES

A. Content

1. The learner will be able to distinguish between "on" and "in" in response to questions like:

   Where's the bracelet?

   and in the following instructions like:

   Put the whistle on the chair.

2. The pronunciation of "in" and "on."

3. No test.

II. MATERIALS

A. One large, sturdy cardboard carton with top removed.

B. A bracelet, a fork, a marble, a pencil, a whistle, a book, a doll, a knife, and a spoon. Have enough of some of these items so that there is one item for every pupil.

III. PROCEDURES

A. Presentation

1. Hold up the whistle. Point to the whistle with your other hand.
   Free Dialog. ⊙ (2).

   WHAT'S THIS?

A WHISTLE.
IT'S A WHISTLE.
THAT'S A WHISTLE.

Teaching Points

a. Locative prepositional phrases with "in" and "on".

b. The pronunciation of "in" [in] .

c. The pronunciation of "on" as [ən] when unstressed and as [an] when stressed.

For example: Call on only two pupils individually.

2. Put the whistle on your table.
   Free Dialog: ⊙ (2).

   WHERE'S THE WHISTLE?

   > ON THE TABLE.
   > IT'S ON THE TABLE.
   > THE WHISTLE'S ON THE TABLE.

Have the class echo "on" [ən] a few times before you begin step 3.

3. Point to the whistle.
   Echo: ○ (2), ⊙ .

   IT'S ON THE TABLE

   IT'S ON THE TABLE.

4. Hold up the bracelet. Point to the bracelet with your other hand.
   Free Dialog: ⊙ (2).

   WHAT'S THIS?

   > A BRACELET.
   > IT'S A BRACELET.
   > THAT'S A BRACELET.

5. Put the large cardboard box on your table. Arrange it on its side, so that the pupils can see inside the box. Put the bracelet in the box.
   Free Dialog: ⊙ (2).

   WHERE'S THE BRACELET?

   > <u>IN</u> THE BOX.
   > IT'S <u>IN</u> THE BOX.
   > THE BRACELET'S <u>IN</u> THE BOX.

6. Point to the bracelet.
   Echo: ○ (2), ⊙.

   IT'S <u>IN</u> THE BOX.

   IT'S <u>IN</u> THE BOX.

Have the class echo "in" [in] a few times before you begin step 6.

7. Put the spoon, knife, fork, bracelet, marble, doll book, whistle, pencil, orange, and apple on the table by the large box. Ask a different pupil to put each object in or on the box. Demonstrate what you mean by "put," if necessary. Use "in" or "on" randomly until all the objects have been placed. Emphasize "in" and "on" in the second succeeding sentences, e.g.: Action-Response: ⊙ .

JANE, PUT THE BOOK IN THE BOX

TOM, PUT THE PENCIL <u>ON</u> THE BOX.

JOE, PUT THE FORK <u>ON</u> THE BOX.

MARY, PUT THE DOLL <u>IN</u> THE BOX.

ETC.

Acknowledge each pupil's correct action-response in some way: e.g., "Good," "Thank you," or "That's right."

8. Free Dialog. Ask each pupil about a different object.

WHERE'S THE ______?

[IN / ON] THE BOX.

Correct the pupil if his response is incorrect, Accept long answers, e.g., "It's in the box." "The ______'s on the box."

9. Chain Dialog. Permit each pupil to ask his neighbor about any one of the objects on or in the box.

WHERE'S THE ______?

1st L: [IN / ON] THE BOX.

WHERE'S THE ______?

2nd L: [IN / ON] THE BOX.

WHERE'S THE ______?

ETC.

10. Action-Response: Have each pupil instruct another pupil to put an object "on" or "in" some location visible to everyone.

1st L: JANE PUT THE BOOK ON THE CHAIR.

2nd L: JOE, PUT THE BRACELET ON THE BOOK.

3rd L: MARY, PUT THE WHISTLE ON THE FLOOR.

4th L: TOM, PUT THE PENCIL ON THE BOOK.

5th L: ALICE, PUT THE MARBLE IN THE BOX.

6th L: BOB, PUT THE SPOON ON THE DESK.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Where's Joe?

2. He will be able to answer questions like the above with:

   He's [at / by] the ______.

3. New vocabulary: a ring, a necklace, a dime, a ribbon, and a nickel.

4. The learner will be able to pronounce [ey] in words like "play" and "name" as in:

   What's your name?

   Will you play with me?

B. Test: See page 8.

II. MATERIALS

A. A ring, a necklace, a dime, a ribbon, and a nickel.

B. Several of the following: erasers, bracelets, crayons, and balloons.

C. Two hand puppets, both girls.

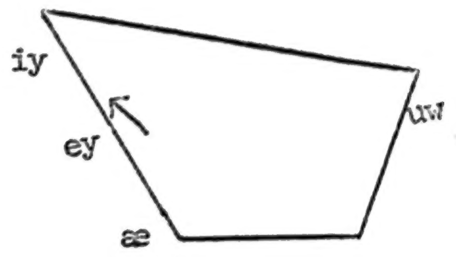
D. A hand mirror for each of the children.

Teaching Points

a. Where questions about persons with "is" as the main verb.

b. The locative prepositions "at" and "by."

c. The mid-front diphthong [ey]. This is a vowel which starts with the highest part of the tongue forward and midway between [iy] and [æ]. The tongue then moves higher and more forward. Its position is shown in the vowel diagram, with an arrow indicating the movement.



III. PROCEDURES

A. Review

Place several of the crayons, erasers, balloons, and bracelets in and on different places in the classroom.
Chain Dialog:

TOM, WHERE'S THE ERASER?

Tom: IT'S ON THE FLOOR.
MARY, WHERE'S THE CRAYON?

Mary: IT'S IN THE CUPBOARD.
JOE, WHERE'S THE BALLOON?

ETC.

Note the use of the children's names.

B. Presentation

1. Have Joe knock on the door from the inside. As he stands there, model and echo the following dialog:
Model: (2). Echo: ◯ (3), ⊙.

WHERE'S JOE?

WHERE'S JOE?

HE'S AT THE DOOR.

HE'S AT THE DOOR.

2. Stand to the side of the door and call to Joe, "Come here." While Joe stands by the doorway, model and echo the following dialog:
Model: (2). Echo: ◯(2), ⊙.

WHERE'S JOE?

WHERE'S JOE?

HE'S <u>BY</u> THE DOOR.

HE'S <u>BY</u> THE DOOR.

3. Go stand by the door. Conduct the following conversation with several children.
Free Dialog:

WHO'S BY THE DOOR, TOM?

YOU ARE.

YES, I'M BY THE DOOR.

Knock on the door and stand before it.

JANE, WHO'S AT THE DOOR?

YOU ARE.

YES, I'M AT THE DOOR.

Walk back and stand by the door.

MARY, WHO'S BY THE DOOR?

YOU ARE.

YES, I'M BY THE DOOR.

Have Joe go stand at the door.

JANE, WHERE'S JOE?

HE'S AT THE DOOR.

YES. HE'S AT THE DOOR.

Now the pupils are using the prepositions.

Have Jane go stand by the door.

TOM WHERE'S JANE?

SHE'S BY THE DOOR.

YES. SHE'S BY THE DOOR.

ETC.

3. Hold up each object as you mention it.
Model: (2). Echo: ◯ (2).

Notice if any of the pupils are wearing a ring, a ribbon, or a necklace. Be sure to mention any such cases, e.g.,

Joe has a ring.
Jane has a ribbon.
Mary has a necklace.

A RING.

A RING.

A RIBBON.

A RIBBON.

A NECKLACE.

A NECKLACE.

4. Have two hand puppets talk to one another. Have the first puppet walk to the ring and pick it up. Have the second walk to the ribbon and pick it up. Have them both look at the necklace. Repeat these motions when the pupils echo what the puppets say. Model: (2). Echo: ◯ (3).

1st P: I HAVE A RING.	
	I HAVE A RING.
2nd P: I HAVE A RIBBON.	
	I HAVE A RIBBON.
1st P: DO YOU HAVE A NECKLACE?	
	DO YOU HAVE A NECKLACE?
2nd P: NO, BUT I SEE ONE.	
	NO, BUT I SEE ONE.

5. Repeat steps 3 and 4 with "a nickel," "a dime," and "a ring."

6. Chain Dialog. Gather the pupils around your table. Put all of the objects on the table in front of them. Have a pupil put an object somewhere (e.g. on the desk, by the ribbon, at the door, on the floor, etc.) and then, returning to his place have him ask his neighbor where it is. Model the questions and answers for the pupils, if you have to, to help them get started.

JOE, WHERE'S THE RING?

IT'S ON THE DESK.

MARY, WHERE'S THE RIBBON?

2nd L: IT'S BY THE NECKLACE.

JANE, WHERE'S THE DIME?

3rd L: IT'S ON THE FLOOR.

TOM, WHERE'S THE NICKEL?

ETC.

C. Pronunciation

1. As you model the words, exaggerate the raising of the jaw which accompanies the formation of the vowel. Have the pupils do the same. Let them each have a mirror to check their imitation of you.
Model: (3). Echo: ◯ (3).

PLAY

PLAY

NAME

NAME

Repeat the echo activity, this time without exaggerating.

2. Free Dialog. Have pictures of two different girls.

THIS IS JANIE

[dzeyniy] Hold up the picture of one girl.

THIS IS JENNY.

[dzeniy] Hold up the second picture.

WHO'S THIS?

IT'S JANIE.

WHO'S THIS?

IT'S JENNY.

Hold up one picture and then the other as you ask questions. Continue this drill individually around the group.

3. Imitation.
Use two hand puppets to talk to one another. Model the dialog at first and then have the pupils carry it on by themselves with the puppets.
Imitation:

WHAT'S YOUR NAME?

JANIE.
JENNY.

WILL YOU PLAY WITH ME?

O.K.

Test:

Have Tom stand at the door of the classroom and Joe stand by the door. Ask Mary:

WHERE'S TOM?

Mary: HE'S AT THE DOOR.

WHERE'S JOE?

Mary: HE'S BY THE DOOR.

Have Mary take your role and have two other pupils replace Tom and Joe for the next turn. Continue till all have participated in the dialog.

Likely Errors

a. He's at the door.→*She's at the door. (When the question is about a masculine person).

b. She's at the door.→*He's at the door. (When the question is about a feminine person

c. [neym]→*[nem]*[neyn], or *[ney], for "name."

d. [ey]→*[iʸy] in "play."

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Who's by the easel?

What's on the floor?

2. He will be able to give answers like the following:

Joe.

A pencil.

3. New vocabulary: a crayon, a brush, an easel.

4. The learner will be able to pronounce [e] in words like "bell", and "yes", as in:

Yes, I hear the bell.

B. Test: See page 4.

II. MATERIALS

A. A crayon, an eraser, a brush, and a bell

B. A box large enough to contain the above objects

C. An easel

D. Classroom items.

Teaching Points

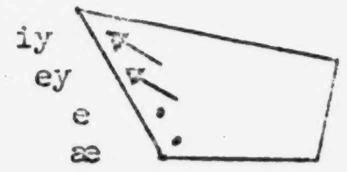
a. Who questions with "is" as the main verb and containing locative prepositional phrases.

b. What questions with "is" as the main verb and containing locative prepositional phrases.

c. Who questions about persons vs. what questions about things.

d. Prepositional phrases modifying a noun, as in "That's a crayon on the floor".

e. The mid-front vowel [e]. This, like [æ], is a simple vowel, not a diphthong with accompanying movement of the tongue:



III. PROCEDURES

A. Review

Free Dialog: Ask questions like the following:

JANE, WHO IS MISS (TEACHER)?

YOU ARE.

JOE, WHO IS HE? — Point to Tom.

HE'S TOM. — Or "He is."

MARY, WHO'S JANE?

SHE IS. — Or "She's Jane."

Have the pupils continue this drill by themselves, both asking the questions and answering them.

B. Presentation

1. Have Joe stand by the door for the first question and have Jane stand by the window for the second. Model: (2).

   WHO'S BY THE DOOR?

   WHO'S BY THE WINDOW?

2. Chain Dialog. Have four or five pupils stand by an object in the classroom for which the name is already known, e.g., door, window, closet, sink, desk, flag, cupboard, etc. Have each seated pupil ask his neighbor:

   WHO'S BY THE __________?

Have the neighbor give the appropriate answer, e.g.:

JOE.

Continue till all have participated.

3. Place the crayon, the brush, and the easel (lying flat) on the floor.
Model: (2). Echo: ◯ (2).

THAT'S THE FLOOR.

Point to the floor. The children point to the floor.

THAT'S THE FLOOR.

THAT'S A CRAYON ON THE FLOOR.

Stand away from the crayon and point to it.

THAT'S A CRAYON ON THE FLOOR.

The children point, too. Pointing is to accompany each of the following statements.

THAT'S A BRUSH ON THE FLOOR.

THAT'S A BRUSH ON THE FLOOR.

THAT'S AN EASEL ON THE FLOOR.

THAT'S AN EASEL ON THE FLOOR.

4. Free Dialog. Put the crayon, the eraser, and the brush on the table. Put the box and the easel side by side near the table. Have the pupils take turns picking up one of the objects and putting it in the box or on the easel or on the floor. They can then ask their neighbor:

WHAT'S [ON / IN] THE ________?

Have the neighbor give the appropriate answer:

THE ________'s | ON THE EASEL. / IN THE BOX. |

C. Pronunciation

1. Ring a bell as you say the following:
   Model: (3). Echo: ○ (3), ⊙ .

   DO YOU HEAR THE BELL:

   YES, I HEAR THE BELL.

   DO YOU HEAR THE BELL?

   YES, I HEAR THE BELL.

2. Recite the following lines, then sing them. Have the pupils join in and sing with you after you have sung the lines for them.
   Model: (1).

   TINKLE, TINKLE
   LITTLE BELL,

   YES, I HEAR YOU
   VERY WELL

   Sing to the tune of "Twinkle, Twinkle, Little Star." Ring the bell to accompany the singing.

3. Recite the song and have the children echo each line after you.

4. Chain Dialog.

   1st L: DO YOU HEAR THE BELL?

   2nd L: YES, I DO.
   DO YOU HEAR THE BELL:

   Let each pupil ring the bell and ask his neighbor the question. 1st L then gives the bell to 2nd L, who, as he rings the bell, addresses the question to 3rd L.

3rd L: YES, I DO.
DO YOU HEAR THE BELL?

ETC.

Test:

Have all of the pupils except two cover their eyes while the one child stands by the easel and the other by the cupboard. Ask Joe, whose eyes are covered:

WHO'S BY THE EASEL?

If he guesses correctly, have him put either a brush or a crayon on the floor. He can then ask:

TOM, WHAT'S ON THE FLOOR, A
BRUSH OR A CRAYON?

If Tom guesses correctly, both Tom and Joe can take the places of the two pupils who are standing. They will not trade places if they don't guess correctly. Continue with the game, letting different pupils have turns taking your part in the conversation.

Likely Errors

a. What's on the floor? →
*Who's on the floor?
(When the question is about an object)

b. Who's by the easel? →
*What's by the easel?
(When the question is about a person)

c. [e] → *[i] or [e^v] in "bell."

Lesson 30

I. OBJECTIVES

A. Content

1. New vocabulary: a swing, a slide, a fence, a wagon, a trike, a bike, a scooter.

2. The learner will be able to use the new vocabulary in sentence patterns he has already learned, as in:

   Do you have ____________?

   Is that ____________?

   Where's ____________?

3. The learner will be able to pronounce [e] and [ey], as in "Ken" and "cane."

B. Test: See page 6.

II. MATERIALS

A. A picture of a trike, of a bike, of a wagon, and of a scooter

B. Playground equipment

C. A puppet that can be made to walk.

III. PROCEDURES

A. Review

1. Free Dialog. Start the following dialog, but let the pupils continue it by themselves.

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. This review lesson is designed to teach the names of some of the playground equipment. Substitute the names of equipment your school might have, for example, "jungle gym," "teeter-totter," etc.

c. The mid-front diphthong [ey] and the mid-front vowel [e]. (See Lessons 28 and 29.)

This is a review of the <u>yes-no</u> question pattern. Encourage a wide variety of <u>yes-no</u> questions by modeling some of them if you have to. The dialog may sound something like the one given.

IS YOUR NAME JOE?

1st L: YES, IT IS.

DO YOU HAVE A SISTER?

2nd L: NO, I DON'T.

DOES JANE HAVE A SWEATER?

3rd L: YES, SHE DOES.
IS THAT A TABLE?

3rd L should be pointing to a chair.

4th L: NO, IT'S A CHAIR.
DOES JOE HAVE A JACKET?

ETC.

B. Presentation

1. Put the picture of a bike on the chalk rail and point to it.
   Model: (2). Echo: ◯ (2).

   THAT'S A BIKE.

   THAT'S A BIKE.

2. Repeat step 1 with "a trike," "a wagon," and "a scooter."

3. Hold up the picture of the appropriate item when you ask the first question, a <u>what</u> question. Give it to the pupil after you have asked the second question, a <u>yes-no</u> question.
   Free Dialog.

JOE, WHAT DO YOU SEE?

I SEE THE WAGON.

DO YOU WANT THE WAGON?

YES, I DO.

TOM, WHAT DO YOU SEE?

I SEE THE BIKE.

DO YOU WANT THE BIKE?

YES, I DO.

You might collect the pictures and let the pupils repeat the exercise on their own. Note the two types of questions used.

4. Take the class outside to the area where the play equipment is. If there are bikes, trikes, or wagons outside, mention them: "I see a bike", "That's a wagon", etc., and have the children repeat after you. Model: (2). Echo: ◯ (2).

THAT'S A FENCE. — Point to the fence.

THAT'S A FENCE.

5. Repeat step 4 with "a swing," and "a slide."

6. Free Dialog: Line the class up at the slide.

JOE, WHAT'S THAT? — Point to the slide.

A SLIDE. IT'S A SLIDE.

JANE, WHERE'S JOE?

HE'S ON THE SLIDE.

TOM, WHO'S ON THE SLIDE?

JANE IS.

MARY, WHAT'S THAT?

A SLIDE.

ETC.

Have Joe sit on the slide. Let Joe slide down and have Jane sit on the slide. Let Jane slide down and have Tom sit on the slide. Let all of the pupils have a turn answering a question and having a slide. Then move the group over to the swing and continue with the same activity.

C. Pronunciation

1. Model: Draw a stick figure on the chalkboard of a man carrying a cane.

   THIS IS KEN. — Point to the man.

   HE HAS A CANE. — Point to the cane.

   KEN. — Point to the man.

   CANE. — Point to the cane.

2. Distribute the mirrors. To correct faulty pronunciation show the class your lip position when you say "Ken," and then drop the jaw slightly when you say "cane." Let them check the shape of their lips with their mirrors.
   Model: (3). Echo: ◯(3), ⊙.

KEN. — Point to the man.

KEN.

CANE. — Point to the cane.

CANE.

3. Echo: ◯(5), ⊙.

THAT'S KEN. — Point to the man.

THAT'S KEN.

HE HAS A CANE. — Point to the cane.

HE HAS A CANE.

4. Chain Dialog. Have each pupil point to the man with the cane as he asks and answers the question.

1st L: WHO'S THAT?

2nd L: THAT'S KEN. HE HAS A CANE. WHO'S THAT?

3rd L: THAT'S KEN. HE HAS A CANE.

Test:

Have the group sit on the grass by the playground equipment. Have Joe sit on the swing, Mary sit on the slide, and Tom stand by the fence. Ask the following questions to elicit the following answers. Model the proper responses at first if you have to.

JANE, WHO'S ON THE SWING?

JOE IS.

WHERE'S MARY?

SHE'S ON THE SLIDE.

WHO'S BY THE FENCE?

TOM IS.

Choose three new pupils to take the places of Joe, Mary, and Tom, and have Jane ask her neighbor questions like the above, not necessarily in the same order, about them. Continue on around the group, giving everyone a chance to ask and answer questions and to be in one of the places. Help the pupils carry out the activity quickly by placing the pupils in their positions and modeling as many of the questions and answers as you have to. But allow them to have fun by letting them slide down the slide or take a swing when they are in that position and when the question has been asked and answered about them. When everyone has done this, have all the group sit together. Place each of the four pictures (bike, trike, wagon, scooter) face down at a certain place: e.g., on the swing, by the fence, at the slide, on the ground. Ask questions about them. The dialog may sound like this:

JOE, WHAT'S BY THE FENCE?

THE BIKE.

NO, IT'S NOT. THE TRIKE IS.

Turn over the picture of the trike.

MARY, WHERE'S THE BIKE?

IT'S ON THE SWING.

YES, IT IS.

Turn over the picture of the bike.

Continue with pupils asking the questions.

Likely Errors

a. When referring to a particular object, e.g., knife as in: Where's the knife? → *Where's a knife?

b. Misinterpretation of the locative prepositions, e.g., in → *on, where the reference is to an object inside an enclosure or container.

c. [ey] → *[e] in "cane."
[e] → *[ey] in "Ken." fence.

Lesson 31

I. OBJECTIVES

A. Content

1. The learner will become familiar with the difference between who and where questions such as:

   Who's beside Joe?

   Where's Jane?

2. The learner will become familiar with the responses to questions like those above, for example:

   Tom.
   Tom is.

   Beside Peter.
   She's beside Peter.

3. New vocabulary: beside

B. No test.

II. MATERIALS

A bracelet, a crayon, a necklace, a ribbon, a brush, a dime, a nickel, and a ring.

III. PROCEDURES

Presentation

1. Free Dialog. Start with a clear table, putting items on it as indicated in steps 1 through 4. Hold up the ring.

   THIS IS A RING

Teaching Points

a. Who questions with "is" as the main verb and containing locative phrases.

b. Where questions about proper names with "is" as the main verb.

Put the ring on the table before you continue.

THE RING'S ON THE TABLE.
WHERE'S THE RING?

ON THE TABLE. IT'S ON THE TABLE.

2. Put the nickel by the ring.
Model: (3).

THE NICKEL IS BY THE RING.

THE NICKEL IS BY THE RING.

3. Echo: ◯ (4).

THE NICKEL'S BY THE RING.

THE NICKEL'S BY THE RING.

4. Free Dialog. Put the objects from the materials list in pairs on the table, e.g., ring and bracelet; nickel and dime; ribbon and necklace; brush and crayon. Leave space between pairs. Continue until each object in each pair of objects has been used in the dialog.

WHAT'S BY THE NICKEL?

1st L: THE DIME.

WHERE'S THE DIME:

2nd L:

BY THE NICKEL. IT'S BY THE NICKEL.

Do not accept "It's on the table" as an answer here.

5. Re-arrange the objects, making different pairs, e.g., ring and necklace; bracelet and crayon; ribbon and nickel; dime and brush. Have pairs of pupils come up and have each pupil ask one of the questions from Step 4, to be answered by the other. For example:

1st L: WHERE'S THE RING?

2nd L: IT'S BY THE NECKLACE.
WHAT'S BY THE BRUSH?

1st L: THE DIME.

Suggest the expected response by asking other questions, such as "Is it by the nickel?", "Is it by the ribbon?"

6. Free Dialog. Have the pupils stand in pairs about the room. Answer your first question yourself. When calling on the first half of the class individually, ask <u>who</u> questions; then, when calling on the second half of the class individually, ask <u>where</u> questions.

WHO'S BESIDE JACK?
PETER IS.

WHO'S BESIDE JOE?

MARY IS.
MARY.

When halfway through:

WHERE'S JANE?

BESIDE TOM.
SHE'S BESIDE TOM.

WHERE'S TOM?

BESIDE JANE.
HE'S BESIDE JANE.

7. Free Dialog. Keep the pupils standing in pairs about the room. Have each pair of pupils exchange questions about other pairs of pupils.

Initiate the chain if necessary.

Joe: WHO'S BESIDE ALICE?

Jane: JACK IS.
WHERE'S TOM?

Joe: BESIDE PETER.

Alice: WHERE'S JOE?

Jack: BESIDE JANE.
WHO'S BESIDE TOM?

Alice: PETER IS.

8. Put pairs of chairs around the room, so that each pupil has a place to sit. Have the pupils scramble for different chairs each time you blow a whistle. Then put a sack over a pupil's head and ask him:

WHO'S BESIDE (name)? WHERE'S (name)?

1st L:

(Name) is. BESIDE (name).

The pupil removes the sack to see if he has guessed correctly. He gives the sack to another pupil and he asks that pupil one of the questions above. After three pupils have guessed, blow the whistle again. Continue in this manner until everyone has had an opportunity both to guess and question.

Lesson 32

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

   What do you have on your desk?

2. The learner will be able to answer such questions with the short answer:

   [A / AN] ________.

3. The learner will be able to use "my" or "your" before a noun, as in:

   What do I have on my desk?

4. The learner will be able to pronounce [ay] in such words as "I," "my," and "knife," as in:

   Do you have my knife?

B. Test: See pages 6 and 7.

II. MATERIALS

A. A ball, a balloon, a book, a bracelet, a brush, a cap, a crayon, a doll, an eraser, a plastic picnic knife, and a ribbon

B. Shoe boxes, one for each pupil

C. Pencils, one for each pupil

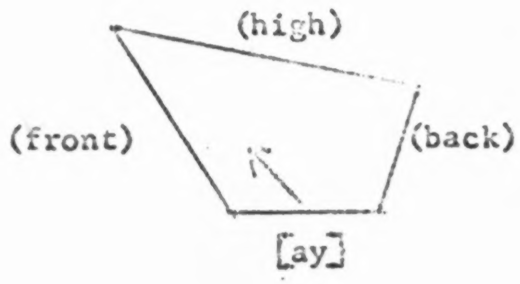
Teaching Points

a. What questions about the object of the verb and containing a locative phrase.

b. The short responses to such questions.

c. The possessive forms "my" and "your" before nouns.

d. The diphthong [ay] . This sound starts with the highest part of the tongue in the low-central or low-back position and moves forward and higher (hence the symbol [ay]):



III. PROCEDURES

A. Review

1. Free Dialog. Ask <u>who</u>, <u>what</u>, and <u>where</u> questions. For example:

JANE, WHO'S BY THE DOOR?

Jane: JOE

Have Joe stand by the door beforehand.

WHERE'S THE ERASER, TOM?

Tom: IT'S ON THE DESK.

Put an eraser on the desk beforehand.

Allow short answers like: "On the desk."

WHAT'S ON THE TABLE, JOE?

Joe: A BOOK.

Put a book on the table beforehand.

ETC.

2. Chain Dialog. Put several of the objects in different places in the room. Model the questions and answers if the children need help. Sample questions and answers:

1st L: WHERE'S THE BALL?

2nd L: THE BALL'S ON THE FLOOR. WHERE'S JOE?

Allow short answers such as: "On the floor."

3rd L: HE'S BY THE WINDOW. WHO'S AT THE DOOR?

4th L: JANE.

Continue until everyone has had a turn.

B. Presentation

1. Gesture from yourself to your desk as you model. Have each pupil gesture from himself to his desk as he echoes.
   Model: (3). Echo: ◯ (3).

   MY DESK.
   MY DESK.

2. Put a pencil on your desk and distribute one to each pupil. Gesture from yourself to your desk as you model.
   Model: (3). Echo: ◯ (3).

   WHAT DO I HAVE ON MY DESK?
   WHAT DO I HAVE ON MY DESK?

   A PENCIL.
   A PENCIL.

   Point to the pencil each time you give the response and have the children point to their pencils when they echo.

3. Free Dialog. Ask the question three times.

   WHAT DO I HAVE ON MY DESK?
   ◯ A PENCIL.

   Or "You have a pencil."

4. Have as many objects on your desk as there are pupils in the group, not necessarily all different objects. Have the pupils come to your desk one at a time. Ask the question and have the pupil give a short answer. Continue until each pupil has had a turn. Answer the first question yourself.

Free Dialog.

WHAT DO I HAVE ON MY DESK? A BOOK.

WHAT DO I HAVE ON MY DESK?

[A / AN] ________.

5. Model: (3). Echo: ◯ (3).

YOUR DESK.

Point to a different pupil and his desk each time you model.

YOUR DESK.

Everyone looks at the same pupil and points to his desk.

6. Give a pencil to one pupil and the knife to another.
Model: (3). Echo: ◯ (3).

WHAT DO YOU HAVE ON YOUR DESK?

Address the child with the knife.

◯ : WHAT DO YOU HAVE ON YOUR DESK?

A KNIFE.

⊙ : A KNIFE.

The child with the knife echoes.

Repeat, addressing the other pupil.

7. Chain Dialog. Give each pupil an object. Initiate the chain dialog and continue until all have participated, ending by answering the last question yourself.

WHAT DO YOU HAVE ON YOUR DESK?

1st L: [A / AN] ________.

Have the 1st L turn to the next pupil and continue with:

WHAT DO <u>YOU</u> HAVE ON <u>YOUR</u> DESK?

Note that this and the succeeding questions will emphasize <u>you</u> and <u>your</u>:

What do you have on your desk?

2nd L: A / AN ________.

Model this if necessary.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙ .

I — I

I SING. — I SING.

Point to yourself.

2. Model: (3). Echo: ◯ (3), ⊙ .

I SING AND I SING AND I SING.

I SING AND I SING AND I SING.

3. Sing the following song to the children. Then recite the words of the song.

I WAKE IN THE MORNING EARLY,
AND ALWAYS THE VERY FIRST THING,
I POKE UP MY HEAD
AND I SIT UP IN BED,
AND I SING, AND I SING, AND I SING.

The song, "Wake up" is from <u>Music in Our Town</u>, Book Two, <u>California State Series</u>. Pupil's Book: p. 1. Teacher's Ed: p. 2.

4. Sing the song again and gesture for the children to join you for the last part--"I sing and I sing and I sing."

5. Recite the song again and encourage the children to join in for "I sing and I sing and I sing."

Test:

Guessing game. Have the pupils close their eyes. Give each an object. Place the object on the pupil's desk and cover it with an upside-down box. Direct the pupils to leave the objects covered. Let each pupil ask either of the two questions indicated below. Model to give the pupils an idea of what you want. The pupil to whom the question is directed will guess. When all the objects have been uncovered, have the pupils close their eyes while you substitute different objects and cover them again.

1. Joe: WHAT DO YOU HAVE ON YOUR DESK, JANE?

Jane: (guessing) [A / AN] ______.

Have Jane uncover the object and remark:

IT IS [A / AN] ________.

NO, IT ISN'T [A / AN] ______. IT'S [A / AN] ________.

2. Joe: WHAT DO I HAVE ON MY DESK, JANE?

Likely Errors

a. What do [you / I] have on [your / my] desk, Jane? ←→ *What do [you / I] have on desk [your / mine] Jane?

b. What do [you / I] have on [your / my] desk, Jane? ←→ *What [you / I] have on [your / my] desk, Jane?

c. What do [you / I] have on [your / my] desk, Jane? ←→ *What do [you / I] has on [your / my] desk, Jane?

d. [ay] ←→ * [a-i] in such words as "my." The transcription [a-i] indicates that the tongue goes from one vowel position to the

Jane: (guessing) [A / AN] ______.

Have Jane uncover the object on Joe's desk and make the appropriate remark as in 1 above.

other slowly, giving the effect of two syllables rather than that of a diphthong.

Lesson 33

I. OBJECTIVES

A. Content

1. The learner will be able to make requests with "put," as in the following:

   Put your pencil in your box.

2. New vocabulary: under.

3. The learner will be able to pronounce [u] in such words as "put," "book" and "cookie" as in:

   Put your book under your desk.

B. Test: See page 6.

II. MATERIALS

A. A dime, a ball, an eraser, a ribbon, a ring, a brush, a necklace, a crayon, a nickel, a toy airplane, a toy cat, and a toy dog. You will need more than one of some of these if you have more than twelve pupils.

B. Enough books for each child and yourself to have one.

C. Boxes large enough for one of the books to fit into. Have enough boxes so you and each child can have one.

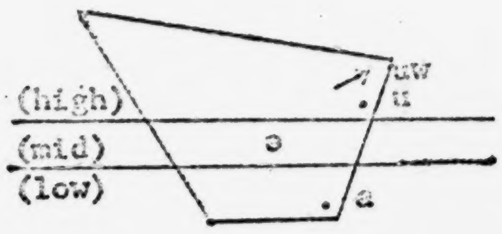
D. A cutout of a cookie.

Teaching Points

a. Requests with "put." You may want to include "please" in this pattern.

b. The difference in meaning between "my" and "your."

c. The low high-back vowel [u]. For this vowel the lips are rounded, but not quite as narrowly as for [uw]. The position of [u] in the vowel diagram:



III. PROCEDURES

A. Review

1. Free Dialog: Put a variety of objects and a box on your desk. Put a different object on top of the box before you ask each question. Demonstrate by answering your own question the first time; use the long answer to encourage your pupils to do the same. Call on half of your pupils.

   Put the box on its side for both steps 1 and 2, so the pupils will be able to see whether the object is "in" or "on" the box.

   WHAT DO YOU SEE ON MY BOX?

   ⊙: I SEE ___ON YOUR BOX.

2. Repeat step 1 with the question and answer below, but put the object inside before you ask each question. Call on the other half of your class.

   WHAT DO YOU SEE IN MY BOX?

   ⊙: I SEE ___IN YOUR BOX.

3. Repeat step 1 with the question and answer below, but put the object next to the box before you ask the question each time. Have everyone answer together.

   WHAT DO YOU SEE BY MY BOX?

   ◯: I SEE ___BY YOUR BOX.

B. Presentation

1. Give each pupil a book and a box. Lift your box and hold your book under it before you

model. Have the pupils do the same when echoing. Model: (2). Echo: ◯ (3), ⊙ .

I HAVE A BOOK UNDER MY BOX.

I HAVE A BOOK UNDER MY BOX.

2. Repeat step 3 with the question and answer below but, before you ask the question each time, put an object under the box in such a way that it can be seen.

WHAT DO YOU SEE UNDER MY BOX?

◯: I SEE ___ UNDER YOUR BOX.

3. Have the pupils use their boxes and books for this section. Have half the group echo and the other half act out the request. Then reverse the roles. Model: (2). Echo: ◯ (2), and action-response: ◯ (2).

Follow your own instruction after you model; "Put your book on your box."

PUT YOUR BOOK ON YOUR BOX.

◯: PUT YOUR BOOK ON YOUR BOX.

◯: The other half of the class respond with the appropriate action.

4. Repeat step 3 with the pattern:

PUT YOUR BOOK <u>IN</u> YOUR BOX.

◯: PUT YOUR BOOK <u>IN</u> YOUR BOX.

◯: Action-response.

5. Substitution: Select a child to do the action-response, changing children with each request. After making one or two requests, let pupils take turns assuming the teacher's role. Let them choose "on," "in," "by," or "under." Possible requests:

PUT	YOUR / MY	BOOK	ON MY BOX. UNDER MY BOX. ON YOUR BOX. BY YOUR BOX. IN MY BOX. IN YOUR BOX. UNDER YOUR BOX. ETC.

1st L puts his or your book on your box.
2nd L puts his or your book under your box.
3rd L puts his or your book on his box.
Etc.

Continue till all your pupils have had a turn both making a request and complying with it.

C. Pronunciation

1. Model: (2). Echo: ◯ (2), ⊙.

YOU PUT YOUR RIGHT FOOT IN.

YOU PUT YOUR RIGHT FOOT IN.

[fut] for "foot." Likely error: *[fuwt].
Demonstrate the action.

Let the pupils imitate the action.

2. Model: (2). Echo: ◯ (2), ⊙.

YOU TAKE YOUR RIGHT FOOT OUT.

YOU TAKE YOUR RIGHT FOOT OUT.

Demonstrate the action again.
Again, the pupils imitate the action.

3. Recite the lyrics of "Hokey Pokey" to the pupils. Then sing the song. Demonstrate all the actions indicated.

The song "Hokey Pokey" is in <u>Music in Our Town</u>, Book Two, <u>California State Series</u>.
Pupil's Book: page 68.

YOU PUT YOUR RIGHT FOOT IN,
YOU TAKE YOUR RIGHT FOOT OUT,
YOU PUT YOUR RIGHT FOOT IN,
AND SHAKE IT ALL ABOUT,
AND THEN YOU DO THE HOKEY POKEY,
AND YOU TURN YOURSELF ABOUT,
AND THAT'S WHAT IT'S ALL ABOUT.

4. Repeat step 3 and gesture for the pupils to join you in both recitation and song, at least on those parts of the song they have echoed. (See steps 1 and 2.)

5. Invite individuals to recite the part of the song they have echoed.

6. Free Dialog:

DO I PUT MY RIGHT FOOT IN?	YES, YOU DO.	Demonstrate
DO I TAKE MY RIGHT FOOT OUT?	YES, YOU DO.	Demonstrate
DO I PUT MY RIGHT FOOT ON?	NO, YOU DON'T.	
WHERE DO I PUT MY RIGHT FOOT?	YOU PUT IN IN. YOU TAKE IT OUT.	

7. Have them act out the "Hokey Pokey" motions.

Test:

Free Dialog ⊙ . Take the cookie cutout. Put it in a different position for each child. For example, you put it under the book.

WHERE'S THE COOKIE?

UNDER THE BOOK.
IT'S UNDER THE BOOK.

After you have asked a few questions, have several of your pupils take turns asking them.

Give each pupil a new object. Let each pupil have an opportunity to direct a request with "put" to another pupil, who responds with the appropriate action. Allow the children to make their own selection of pronouns and prepositions from the patterns practiced during the presentation. Give help when it is needed.

Likely Errors

a. "under" ⟶ *"on" where the context requires "under."

b. "under" ⟶ *"in" where the context requires "under."

c. [u] ⟶ *[uw] in "put," "book," and "cookie."

Lesson 34

I. OBJECTIVES

A. Content

1. The learner will be able to use "his" in sentences like:

   Does Joe have his pencil on his desk?
   What does Joe have on his desk?
   Where does Joe have his pencil?
   Joe has his pencil on his desk.

2. The learner will be able to use "her" in sentences like:

   Does Jane have her pencil on her desk?
   What does Jane have on her desk?
   Where does Jane have her pencil?
   Jane has her pencil on her desk.

3. The learner will be able to pronounce [ɔ] in such words as "ball," "dog," and "orange," as in:

   Does Jane have her ball in her box?

B. Test: See pages 5 and 6

II. MATERIALS

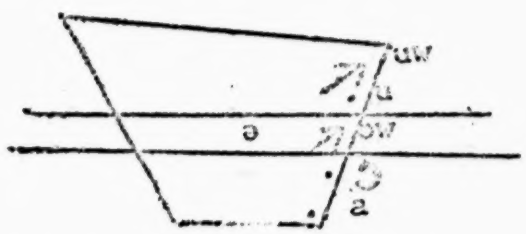
A. A toy airplane, a brush, a toy cat, a crayon, an orange, a toy dog, a ring, a bracelet, a fork, and a doll

Teaching Points

a. "His" before a noun, as replacement of a possessive masculine name.

b. "Her" before a noun, as a replacement of a possessive feminine name

c. The higher low-back rounded vowel [ɔ] :



Many Californians do not have this vowel; they pronounce words like "ball" with the low-back unrounded vowel [a] . For them, "ball" and "doll" rhyme. If this is a characteristic of your speech, this is what you teach, and this lesson becomes a review of [a] .

B. Enough books, boxes (large enough for any of the books to fit inside), and balls so that each child in your class can have one of each

III. PROCEDURES

A. Review

Place several of the objects about the room, visible from where the children are sitting. For example:

a ball on the floor	a crayon under the desk
a fork on a desk	a book in a box
a cat by the door	a dog by the door
an orange by the window	a bracelet by the window
a brush on a box	a ring on a box
a doll in a box	an airplane on the floor

Have a pupil ask: "Where's the ______?" Have the children look around the room for the object and raise their hands when they see it. Choose one to give the answer. Continue until all the objects have been located. Give each child a chance to answer at least once. The dialog:

WHERE'S THE __________?

IT'S [ON / IN / BY / UNDER] THE DESK.

The pupil's answer might include a contraction, "The pencil's on the desk." Accept this. Also accept short answers such as "On the desk."

B. Presentation

1. Place a ball on Joe's desk, the doll on Jane's desk. Model the second sentence before you model the first one again; do the same in step 2. Model: (3). Echo: ◯ (3), ⊙ .

JOE HAS A BALL ON
HIS DESK.

JOE HAS A BALL ON HIS DESK.

JANE HAS A DOLL ON
HER DESK.

JANE HAS A DOLL ON HER DESK.

2. Echo-Response: Divide the class into two groups, one of boys, the other of girls. Tom and Mary have the ball and the doll; they are not members of the groups. First the boys echo the questions after you and the girls respond (as shown below); then the girls echo the questions after you, and the boys respond. Provide the response at first, if necessary.

WHAT DOES TOM HAVE
ON HIS DESK?

Boys: WHAT DOES TOM HAVE
ON HIS DESK?

Girls: HE HAS A BALL ON
HIS DESK.

WHAT DOES MARY HAVE
ON HER DESK?

Boys: WHAT DOES MARY HAVE
ON <u>HER</u> DESK?

Girls: SHE HAS A DOLL ON
HER DESK.

3. Chain Dialog. Give each pupil a book and a box. Have the pupils put their books in, on, under, or by their boxes by asking them to do so, "Put your book on (in, under, by) your box." Help them comply when they do not understand you. Correct all errors confusing "his" and "her."

PETER, DOES JOE HAVE
HIS BOOK ON HIS BOX?

Peter: NO, HE DOESN'T. HE HAS HIS BOOK IN HIS BOX.

JACK, DOES MARY HAVE HER BOOK UNDER HER BOX?

Provide the information "He has his book in his box." when it is not forthcoming. Have Peter repeat it after you.

Jack: YES, SHE DOES.

JANE, DOES TOM HAVE HIS BOOK BY HIS BOX?

Jack may have to get up and go to Mary's desk before he can answer the question. Do not discourage questions which require such movement.

ETC.

6. Free Dialog. Have the pupils put their books in different locations. Call on pairs of pupils to do the dialog. Model the dialog for the first few pairs of pupils.

1st L: WHERE DOES [JOE / JANE] HAVE [HIS / HER] BOOK?

2nd L: [HE / SHE] HAS [HIS / HER] BOOK [ON / IN / UNDER / BY] THE BOX.

C. Pronunciation

1. Distribute the balls. Model the sentence before modeling the phrase again. Do the same in the

echo activity.
Model: (3). Echo: ◯ (3), ⊙.

THE BALL.

THE BALL.

WE BOUNCE THE BALL.

WE BOUNCE THE BALL.

Raise the ball.

The children imitate.

Bounce the ball and the children imitate before they echo.

Everyone bounces the balls at the end of the activity.

2. Sing the song to the pupils and then recite the words, pretending to bounce a ball as you do so:
Model: (1).

THIS IS THE WAY
WE BOUNCE THE BALL,
BOUNCE THE BALL,
BOUNCE THE BALL,
THIS IS THE WAY
WE BOUNCE THE BALL
SO EARLY IN THE MORNING.

Sing this to the melody of "Here We Go Round the Mulberry Bush."

3. Recite the lyrics of the song, the children echoing each line after you.
Echo: ◯ (3), ⊙.

Test:

1. Give each of the children a book. Have the pupils put the book "on," "in," "under," or "by" their boxes. Blindfold a child. Have him ask a question like:

DOES JOE HAVE HIS BOOK ON
HIS BOX?

The whole class answers:

YES, HE DOES.
NO, HE DOESN'T.

The blindfolded child continues to ask questions until he gets an affirmative response.

2. Give each of the children a ball and a book. Have them put one of them in their boxes. Blindfold a child. Have someone from the class ask the blindfolded child a question like:

WHAT DOES JANE HAVE IN
HER BOX?

To which the blindfolded child is to reply:

SHE HAS A [BOOK / BALL] IN HER BOX.

If the blindfolded child fails to guess the first time, he tries again and, since there is only one other possible answer, he should be able to guess correctly. Give everyone a chance to play the role of the blindfolded child. It may be necessary for you to play the role initially in order to give the pupils an idea of what you expect of them. If there is time, repeat with the book or the ball <u>by</u> the box.

Likely Errors

a. "His" as a substitute for a feminine name.

b. "Her" as a substitute for a masculine name.

c. [ɔ] ——> *a higher mid-back vowel [o] (as in Spanish "no") in "ball," "dog," and "orange."

Suggest that he substitute other prepositions for "on."

Lesson 35

I. OBJECTIVES

A. Content

1. The learner will be able to use possessive proper nouns in sentences like:

That's Joe's ________.
It's on Joe's ________.
What's that on Joe's ________?
Please put Joe's ________ by the ______.
Where's Joe's ________?
Joe's ________ is on the ________.

2. The learner will be able to pronounce [ɔy] in such words as "toy" and "boy" as in:

That's the boy's toy.

B. Test: See page 4.

II. MATERIALS

Two of each of the following paper-doll clothing cutouts: aprons, blouses, caps, dresses, jackets, raincoats, sweaters, and shirts.

III. PROCEDURES

A. Review

1. Chain Dialog. Cue the response by holding up the clothing cutouts.

WHAT DO YOU SEE?

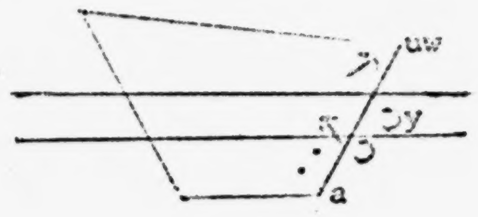
1st L: I SEE ________.
WHAT DO YOU SEE?

Teaching Points

a. The possessive forms of proper names: [s] , [z] , and [əz] .

b. The possessive proper names precede the thing possessed.

c. The higher low-back diphthong [ɔy] sound in the production of which the tongue starts in a back and low position but not quite so low as for [a] and moves high and forward. The lips are rounded, at least initially. Its position in the vowel diagram:



2nd L: I SEE _________.
WHAT DO YOU SEE?

2. Free Dialog. Place the cutouts on the chalk rail. Give each pupil what he asks for. Before handing a child the cutout he wants, appear to be looking for it. Should a child ask for a cutout you don't have on the chalk rail, go through the motions of looking for it before you tell him you don't have it.

WHAT DO YOU WANT?
I WANT _________.

B. Presentation

1. Point to the pupil's desk when modeling and have the pupils point to it when echoing. Model: (3). Echo: ◯ (3), ⊙ .

THAT'S JANE'S DESK.
THAT'S JANE'S DESK.
THAT'S PETE'S DESK.
THAT'S PETE'S DESK.
THAT'S ALICE'S DESK.
THAT'S ALICE'S DESK.

[z] for 's after "Jane."

[s] for 's after "Pete."

[əz] for 's after "Alice."

2. Free Dialog. Give each pupil a different cutout to put on his desk. Have duplicates of the cutouts in a box. Call one of the children to your side and show him, in private, one of the duplicates in your box; this is his cue for the question. Have this pupil ask the question and the group answer it.

⊙ WHERE'S THE _________?

◯ IT'S ON JOE'S DESK.

Allow the group time to look around and find the cutout. Some children will respond more quickly than others; allow for such differences.

Continue until every pupil has had a turn at asking a question.

3. Free Dialog. Each pupil still has a different cutout on his desk. Point to the individual pupil's desks to cue the question. Have half the group ask the question and the other half respond. Reverse group roles when half way through. Model the first few questions and answers.

◯ WHAT'S ON JOE'S DESK?

◯ THAT'S JOE'S ________.

C. Pronunciation

1. Model (3). Echo: ◯ (3), ◯.

A BOY.

A BOY.

2. Recite the words and then sing the song to the children:

Sing this song to the melody of "Did You Ever See a Lassie?"

DID YOU EVER SEE A BOY, A BOY, A BOY?
DID YOU EVER SEE A BOY GO THIS WAY AND THAT WAY,
GO THIS WAY AND THAT WAY? DID YOU EVER SEE A BOY,
A BOY, A BOY? DID YOU EVER SEE A BOY GO THIS WAY
AND THAT?

3. Repeat step 2 and gesture for the children to join you for the "A BOY, A BOY, A BOY" part, first in song, then in recitation.

4. Invite individuals to volunteer to recite the "A BOY, A BOY, A BOY" part when you come to it.

Test:

1. Redistribute the cutouts among your pupils, saying as you give each one out, "This jacket is Joe's," "This shirt is Pete's," "This blouse is Mary's" etc. Then have each pupil place another pupil's cutout somewhere in the room as requested. Be sure to use the prepositions of location: "in," "on," "under," and "by." Examples:

   JANE, PLEASE PUT JOE'S __________ ON THE FLOOR.
   TOM, PLEASE PUT MARY'S __________ BY THE DESK.

2. Place duplicates of the cutouts distributed for test 1 on your desk. Have pairs of children come up to the front of the class and carry out a dialog like the following:

   (After looking on your desk for a cue)

   Mary: WHERE'S JANE'S ______?
   Tom: JANE'S ______ IS ON THE FLOOR.

   Start this activity by taking Mary's role yourself. Having modeled the question, you may ask Mary to come up and take your place. Continue till all have participated either as Mary or as Tom.

Likely Errors

a. That's Joe's toy. ⟶ *That's the toy of Joe.

b. [ɔy] ⟶ * [uy] in words like "boy" and "toy."

c. [z] ⟶ * [s] in words like "Joe's" and "Mary's."

d. Omission of the possessive ending.

Lesson 36

I. OBJECTIVES

A. Content

1. New vocabulary: in front of, behind, shoe

2. The learner will be able to use "behind" or "in front of" in sentences like the following:

   What's [behind / in front of] the ___?

   The apple's [behind / in front of] the ___.

3. The learner will be able to pronounce [ay] in such words as "my" and "by" as in:

   The apple's by my box.

B. Test: See page 6.

II. MATERIALS

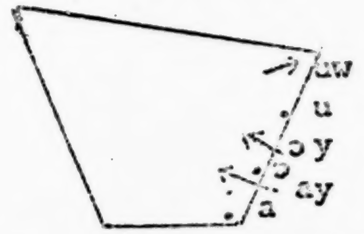
A. A toy airplane, a bracelet, an orange, an apple, a toy cat, a pencil, a book, a ribbon, a crayon, a spoon, and a fork

B. Two boxes large enough to contain all the above objects

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. The low-back diphthong unrounded [ay] . In the production of this sound the tongue starts in a back and low position and moves high and forward. The lips are unrounded. Its position in the vowel diagram:



Some native speakers of English pronounce this diphthong by starting with the tongue in low-central position.

III. PROCEDURES

A. Review

1. Point to a shoe at a distance from you.
Model: (3). Echo: ○ (3), ⊙ .

THAT'S A SHOE.

THAT'S A SHOE.

2. Have each pupil take off a shoe. Distribute the shoes on other pupils' desks while all eyes are closed. Then allow the children to open their eyes. Have the group ask the question, which you cue by pointing to a pupil. After the pupils have had an opportunity to look around, select a volunteer to answer the question. Continue until each shoe has been "found" and each pupil has had an opportunity to answer the question.

○: WHERE'S JANE'S SHOE?

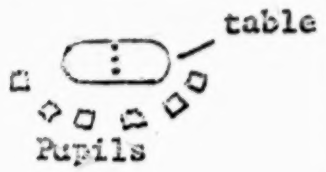
You may have to model the question at first.

⊙: IT'S ON JOE'S DESK.
ON JOE'S DESK.

B. Presentation

1. Put the fork, apple, orange, and book (in the order they are listed and with the fork closest to the pupils) in a line on your table, one behind the other, facing the pupils. Go to the pupils' side of your desk.
Model: (3). Echo: ○ (3), ⊙ .

This arrangement will be used for steps 1, 2, and 3.



WHAT'S BEHIND THE FORK? — Point to the fork.

WHAT'S BEHIND THE FORK?

THE APPLE'S BEHIND THE FORK.

THE APPLE'S BEHIND THE FORK.

2. Model: (3). Echo: ◯ (3), ⊙.

WHAT'S BEHIND THE ORANGE? — Point to the orange.

WHAT'S BEHIND THE ORANGE?

THE BOOK'S BEHIND THE ORANGE.

THE BOOK'S BEHIND THE ORANGE.

3. Chain Dialog.

WHAT'S BEHIND THE APPLE? — Point to the apple.

1st L: THE ORANGE IS BEHIND THE APPLE. WHAT'S BEHIND THE ORANGE?

2nd L: THE BOOK'S BEHIND THE ORANGE. WHAT'S BEHIND THE FORK?

ETC.

4. Free Dialog. Put the ribbon, crayon, pencil, bracelet, spoon, cat, and airplane on your desk in the order in which they are given, with the ribbon closest to the pupils. From

the children's side of your table, point at random to all but the last object to cue the question. Coach half the class to ask the question and half to answer. Reverse roles halfway through.

◯ : WHAT'S BEHIND THE _____?

◯ : THE ____'S BEHIND THE ____.

5. Arrange the following as in step 1: fork, apple, orange, and book
   Model: (3). Echo: ◯ (3), ◯.

THE FORK'S IN FRONT OF THE APPLE.		Point to the apple.
	THE FORK'S IN FRONT OF THE APPLE.	

6. Model: (3). Echo: ◯ (3), ◯.

WHAT'S IN FRONT OF THE BOOK?		Point to the book.
THE ORANGE IS IN FRONT OF THE BOOK.		
	THE ORANGE IS IN FRONT OF THE BOOK.	

7. Chain Dialog.

WHAT'S IN FRONT OF THE ORANGE?		Point to the orange.
	1st L: THE APPLE'S IN FRONT OF THE ORANGE.	
	WHAT'S IN FRONT OF THE APPLE?	Point to the apple.

2nd L: THE FORK'S IN FRONT OF THE APPLE.
WHAT'S IN FRONT OF THE BOOK?

Point to the book.

ETC.

3. Free Dialog. Arrange the following as in step 3: ribbon, crayon, pencil, bracelet, spoon, cat, and airplane. From the children's side of your desk, point at random to all but the first object to cue the question. Have half the pupils ask the question and half answer. Reverse roles halfway through.

WHAT'S IN FRONT OF THE ___?

THE ___'S IN FRONT OF THE __.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

ICE CREAM.

ICE CREAM.

2. Model: (3). Echo: ◯ (3), ⊙.

WHO WILL BUY MY ICE CREAM?

WHO WILL BUY MY ICE CREAM?

3. Recite the words of "Selling Song" to the pupils. Then sing the song.

"Selling Song" is in _Music for Early Childhood_, California State Series, Teacher's Ed.: page 16.

ICE CREAM! ICE CREAM! WHO WILL BUY MY ICE CREAM?

4. Repeat step 3, but have the pupils join you.

5. Chain Dialog. Make sure each pupil asks as well as answers the question.

   1st L: WHO WILL BUY MY ICE CREAM?

   2nd L: I WILL.
   WHO WILL BUY MY ICE CREAM?

   3rd L: I WILL.
   WHO WILL BUY MY ICE CREAM?

Test:

Guessing Game: Put one box in front of your desk, another behind it. Have the pupils close their eyes while you put the objects into the two boxes. Let one pupil start the game by standing at the desk where he can see the articles in both boxes. Ask another pupil to identify an object in one of the boxes.

	1st L:	WHERE'S THE ____?
(guessing)	2nd L:	IT'S IN THE BOX [IN FRONT OF / BEHIND] THE DESK.
	1st L:	[YES, IT IS. / NO, IT ISN'T.]

If the pupil's guess is correct, he receives the object and goes up to ask the next question. If not, the first pupil asks another question. Continue until all the pupils have had an opportunity to guess.

Likely Errors

a. Substitution of "in front of" for "behind" and the reverse.

b. [ay] ⟶ *[a-i] in "my" and "by." The dash between the two symbols in *[a-i] indicates the common mistake of going slowly from [a] to [i] (to simulate [ay]) so that it sounds like two syllables.

I. OBJECTIVE

A. Content

The learner will be able to use possessive pronouns and possessive proper nouns in prepositional phrases (as responses to questions) like the following:

Under your chair.

In back of his chair.

Under her chair.

In front of my chair.

In back of Joe's chair.

B. No test.

II. MATERIALS

A. An airplane, an apple, a banana, an orange, a toy cat, a doll, a pencil, an eraser, a fork, a knife, and a spoon.

B. Enough toy dogs for everyone in the class, including yourself.

III. PROCEDURES

Presentation

Have the pupils stand behind their chairs, each with his hands on the back of his chair. Stand by a pupil's chair, point to it, and model. Repeat this at two other pupils' chairs.

Teaching Points

a. The possessive pronouns: "my," "yours," "his," and "her."

b. The possessive forms of proper names: [əz], [z], and [s].

(1) [əz] after names that end with sounds (not letters) like the following: [s], [z], [sh], [ch], [j], etc.

(2) [z] after names that end with sounds like the following: [b], [d], [g], [m], [n], [ŋ] (as in "Bing"), [r], [l], [v], etc.

(3) [s] after names that end with sounds like the following: [p], [t], [k], [f], etc.

c. Locative prepositional phrases: prepositions ("under," "in front of," "in back of") before the possessive pronoun or possessive proper name before the thing possessed.

Model: (3).

THIS IS ALICE'S CHAIR.

THIS IS JANE'S CHAIR.

THIS IS PETE'S CHAIR.

Try to choose three names from the group that exemplify [əz], [z] and [s] possessive endings.

2. Return to the same three chairs.
Echo: ◯(3), ⊙.

ALICE'S CHAIR. — Point to Alice's chair.

ALICE'S CHAIR. — Have the pupils point to Alice's chair.

JANE'S CHAIR. — Point to Jane's chair.

JANE'S CHAIR. — Have the pupils point to Jane's chair.

PETE'S CHAIR. — Point to Pete's chair.

PETE'S CHAIR. — Have the pupils point to Pete's chair.

3. Free Dialog. Have the pupils close their eyes. Put a different object on each pupil's chair. Randomly ask a question until everyone has had an opportunity to respond;
Sample dialog:

WHERE'S THE APPLE, JOE?

Joe: ON MARY'S CHAIR.

4. Chain Dialog. Have the pupils remain behind their chairs. Initiate a chain dialog:	
WHAT DO YOU HAVE ON YOUR CHAIR?	
1st L: A FORK. I HAVE A FORK ON MY CHAIR.	
WHAT DO YOU HAVE ON <u>YOUR</u> CHAIR?	1st L turns to the 2nd L. Be sure that the word <u>your</u> is emphasized as the question is repeated.
2nd L: AN ORANGE. I HAVE AN ORANGE ON MY CHAIR.	
WHAT DO YOU HAVE ON <u>YOUR</u> CHAIR?	2nd L turns to the 3rd L.
ETC.	
5. Give each pupil a toy dog. Echo: ◯ (2).	
IT'S UNDER MY CHAIR.	Put your toy dog under your chair. Point to the book.
IT'S UNDER MY CHAIR.	Have each pupil put his dog under his chair before he echoes. Have him point to the book.
IT'S IN FRONT OF MY CHAIR.	Put your dog in front of your chair. Point to the book.
IT'S IN FRONT OF MY CHAIR.	
IT'S IN BACK OF MY CHAIR.	
IT'S IN BACK OF MY CHAIR.	Have each pupil put his dog in front of his chair before he echoes. Have him point to the book.

Put your dog in back of your chair. Point to the toy dog.

Have each pupil put his dog in back of his chair before he echoes. Have him point to the toy dog.

6. Chain Dialog. Put your toy dog under your chair and have each pupil put his dog in whichever location ("under," "in front of," or "in back of" his chair) he prefers. Initiate a chain dialog:

WHERE'S MY DOG?

1st L: UNDER YOUR CHAIR.

WHERE'S MY DOG?

Turns to 2nd L. Be sure my is emphasized as the question is repeated.

2nd L: [UNDER / IN FRONT OF / IN BACK OF] YOUR CHAIR.

WHERE'S MY DOG?

Turns to 3rd L.

7. Have the pupils sit down. Put a toy dog in a different location ("under," "in front of," or "in back of" his chair) for each pupil. Question the pupils randomly until all have participated.

WHERE'S [JANE'S / JOE'S / MY / YOUR] BOOK?

[UNDER / IN FRONT OF / IN BACK OF] [JANE'S / HER / JOE'S / HIS / YOUR / MY] CHAIR.

Lesson 38

I. OBJECTIVES

A. Content

1. The learner will be able to ask <u>who</u> questions like the following:

   Who's in front of Joe?

   Who wants a ball?

2. The learner will be able to answer such questions, respectively:

   I am.

   I do.

3. New vocabulary: too

4. The learner will be able to pronounce [uw] in words like "who" and "too," as in:

   Who wants a crayon?

   <u>I</u> want a crayon, too.

B. Test: See pages 7 and 8

II. MATERIALS

A. Enough balloons and spoons for everyone of your pupils and yourself

B. Three masks: a bird, a dog, and a cat

Teaching Points

a. The correspondence of "I do" and "I am" as short answers to two different types of <u>who</u> questions

b. "Who" with "is" or a verb ending in "s" ("wants," "has")

c. The adverb "too" at the end of a sentence

d. The rounded high-back diphthong [uw] . (See lesson 12).

C. An easel

D. Two hand puppets

III. PROCEDURES

A. Review

Free Dialog. Have three pupils wear the masks Point to one of them and ask:

TOM, WHAT IS SHE?		Emphasize what and she in "What is she?"
	Tom: SHE'S A BIRD.	Allow short answers, e.g., "A bird."
WHO IS SHE?		Still addressing Tom, emphasize is in "Who is she?"
	Tom: SHE'S JANE.	
MARY, WHAT IS HE?		Emphasize he in "What is he?" Pointing to another mask
	Mary: HE'S A DOG.	
WHO IS HE?		Still addressing Mary
	Mary: HE'S JOE.	
JACK, WHAT IS SHE?		Pointing to another mask
	Jack: SHE'S A CAT.	
WHO IS SHE?		Still addressing Jack.
	Jack: SHE'S ELSA.	

Have three other children wear the masks. Ask a fourth pupil to take your place. Repeat with four other pupils.

B. Presentation

1. Free Dialog. Place the three masks on your desk. Hold up a different mask as you ask each question.

WHO WANTS THIS?
Joe: I DO.

Correct the response, "I am."

WHO WANTS THIS?
Jane: I DO.

WHO WANTS THIS?
Mary: I DO.

Have Joe, Jane, and Mary wear the masks. Address the following questions to them:

WHO'S THE BIRD?
Joe: I AM.

Correct the response, "I do."

WHO'S THE DOG?
Jane: I AM.

WHO'S THE CAT?
Mary: I AM.

Approach Joe and ask him:

WHO ARE YOU
Joe: I'M JOE.

Emphasize are.

Approach Jane:

WHO ARE YOU?
Jane: I'M JANE.

Emphasize you.

Approach Mary:

WHO ARE YOU?
Mary: I'M MARY.

2. Repeat step 1 with three other pupils, and have a fourth pupil, say Jack, take your place. You may have to whisper some of the questions in Jack's ear. Repeat with other sets of four pupils.

3. Place a balloon and a spoon on your desk. Use two puppets.
Model: (1).

1st P: WHO HAS A BALLOON? — *Pick up the balloon and show it.*
2nd P: I DO.

1st P: WHO HAS A SPOON? — *Pick up the spoon and show it.*
2nd P: I DO.

1st P: WHAT DO YOU HAVE?
2nd P: I HAVE A BALLOON.
I HAVE A SPOON, TOO.

4. Give each pupil a balloon and a spoon. Continue using the puppets, the children repeating after them.
Echo: ◯ (3).

WHO HAS A BALLOON?	WHO HAS A BALLOON?	
I DO.	I DO.	Emphasis on "I." Everyone shows his balloon.
WHO HAS A SPOON?	WHO HAS A SPOON?	
I DO.	I DO.	Emphasis on "I." Everyone shows his spoon.
WHAT DO YOU HAVE?	WHAT DO YOU HAVE?	

I HAVE A BALLOON.	I HAVE A BALLOON.
I HAVE A SPOON, TOO.	I HAVE A SPOON, TOO.

5. Free Dialog. Each pupil still has a balloon and a spoon. The whole class is to respond to your questions.

WHO HAS A SPOON?	I DO
WHO HAS A BALLOON?	I DO.
WHAT DO YOU HAVE?	I HAVE A BALLOON. I HAVE A SPOON, TOO.

6. Repeat step 5, but this time have three pupils take turns asking the questions (in any order, first about a spoon, then about a balloon or vice-versa, then the general question that allows them to answer with both).

7. Free Dialog. Have Joe stand in front of the easel and Jane in back of the easel. Address Joe and Jane:

WHO'S IN FRONT OF THE EASEL?	Joe: <u>I</u> AM.	You may have to whisper the response to Joe.
WHO'S IN BACK OF THE EASEL?	Jane: <u>I</u> AM.	

Have two other pupils take Joe's and Jane's place and a third pupil ask the questions. Repeat with other sets of three pupils.

C. Pronunciation

1. Model: (3). Echo: ◯(3).

Have the two puppets talk to one another.

1st P: WHO HAS A BALLOON?

2nd P: I DO. I DO.

The 2nd puppet should hold up the balloon. Emphasize "I."

1st P: DO YOU HAVE A SPOON, TOO?

2nd P: YES, A BALLOON AND A SPOON, TOO.

He should now hold up the spoon.

2. Imitation: Divide the class into two groups; have one group take the role of the 1st puppet, the other group the role of the 2nd puppet. Then reverse roles.

WHO HAS A BALLOON?

I DO. I DO.

DO YOU HAVE A SPOON, TOO?

YES, A BALLOON AND A SPOON, TOO.

3. Imitation: Have pairs of pupils take the puppets and repeat the dialog above.

Give all of the pupils a chance to hold the puppets and repeat the dialog.

Test:

Call Joe and Jane and have them stand by the desk where you have placed a spoon and a balloon. Have Tom stand up, then cover his head with a large brown paper sack. Give the balloon to Jane and the spoon to Joe. Have Jane stand in front of your desk and Joe behind it. Now ask the following questions:

WHO HAS THE BALLOON?

Jane: I DO.

WHO HAS THE SPOON?

Joe: I DO.

WHO'S IN FRONT OF THE DESK?

Jane: I AM.

WHO'S IN BACK OF THE DESK?

Joe: I AM

Now ask Tom the following questions:

TOM, WHO HAS THE BALLOON?

Tom: JANE DOES.

TOM, WHO HAS THE SPOON?

Tom: JOE DOES.

TOM, WHO'S IN FRONT OF THE DESK?

Tom: JANE IS.

TOM, WHO'S IN BACK OF THE DESK?

Tom: JOE IS.

TOM, DOES JANE HAVE THE BALLOON?

Tom: YES.
YES, SHE DOES.

Likely Errors

a. I am → *I do. (As a response to a <u>who</u> question with "is" as its verb.)

b. I do → *I am. (As a response to a <u>who</u> question with a <u>general</u> verb, e.g., "has," as its verb)

c. Who has the balloon? → *Who have the balloon?

d. Who's in front of the desk? → *Who are in front of the desk? (Where the intended antecedent of "who" is singular)

e. [uw] → * [u] or * [ow] in "who," "too," "spoon," "balloon."

DOES SHE HAVE THE SPOON, TOO?

Tom: NO.
NO, SHE DOESN'T.

Uncover tom's head so he can see if he has guessed correctly. He shouldn't have had much trouble guessing correctly, because he had Jane's and Joe's voices as clues.

Call on three other pupils to take Jane's, Joe's and Tom's places. Call on a fourth pupil to take your place. You may have to whisper the questions to the first few pupils who take your place. The order of the questions is not important, but the set of questions addressed to Joe and Jane must be kept separate from the set of questions addressed to Tom.

Accept full answers, e.g., "Jane has the balloon," "Jane has the spoon, too," "Jane's in front of the desk," "Joe's in back of the desk," etc.

This part of the lesson is important because it develops auditory acuity.

I. OBJECTIVES

A. Content

1. The learner will be able to ask where questions like the following:

   Where does he work?

   Where do you play?

2. The learner will be able to respond to the questions above with a sentence containing the idea of location or place, for example:

   He works at home.
   At home.
   He plays at home, and at school, too.

3. New vocabulary: home, lunch, school, eat, play, and work

4. The learner will be able to pronounce in such words as "work," "bird," and "her" as in:

   Where does he work?
   Where's her bird?

B. Test: See pages 7 and 8.

II. MATERIALS

A. A picture of a child eating lunch at home, a picture of a child eating a cafeteria lunch at school, and a child eating a sack lunch at school

B. Eight cutouts, one each of a home, a school, a slide at school, a swing at school, a man with a mower, a woman sweeping, a boy playing with a ball, and a girl playing with a doll

Teaching Points

a. Where questions with "do" and "does."

b. "Do" goes with subjects "you" and "I."

c. "Does" goes with subjects "he," "she," or a proper name.

d. The r-colored mid-central vowel: [ɚ]. This consists of two sounds, the mid-central vowel [ə] followed by the retroflex [r]. (See lesson 15.) Note that something happens to the way [ə] sounds before [r] : it anticipates the [r] sound by raising the sides of the tongue and at the same time raising and curling the tip back. (The transcription [ɚ] covers both [ɚ] and [ɝ] in A Pronouncing Dictionary of American English by Kenyon and Knott.)

These cutouts should have backing for use on a flannel board.

III. PROCEDURES

A. Presentation

1. Put the cutout of a home and the cutout of a school on the flannel board.
Model: (2). Echo: ◯ (2).

THAT'S A HOME. — THAT'S A HOME. (Stand back and point to the home.)

THAT'S A SCHOOL. — THAT'S A SCHOOL. (Stand back and point to the school.)

2. Model: Add the cutouts of the boy playing at school and the girl playing at home. Point to each and model, once for each scene.

[HE / SHE] PLAYS AT [SCHOOL. / HOME.]

Now change the cutouts of the boy to the home and the girl to the school.

[HE / SHE] PLAYS AT [HOME. / SCHOOL.]

3. Point to the appropriate cutouts as you model the following:
Model: (2). Echo: ◯ (2).

[HE / SHE] PLAYS AT SCHOOL.

[HE / SHE] PLAYS AT SCHOOL.

4. Repeat step 3 using the cutout of the home.
Model: (2). Echo: ◯ (2).

[HE / SHE] PLAYS AT HOME.

[HE / SHE] PLAYS AT HOME.

5. Free Dialog. Point to each cutout of a boy or girl playing at home or at school. Have half the group ask the question and the other half answer. Reverse roles half-way through.

WHERE DOES [HE / SHE] PLAY?

[HE / SHE] PLAYS AT [SCHOOL. / HOME.]

6. Free Dialog. Remove the cutout from the picture of the boy playing at school and ask:

WHERE DOES HE PLAY?

Holding up the cutout alone.

◯: HE PLAYS AT SCHOOL.

Repeat with the other cutouts:

WHERE DOES [HE / SHE] PLAY?

◯: [HE / SHE] PLAYS AT [SCHOOL. / HOME.]

7. Free Dialog. Display the cutout of the slide and the cutout of the swing.

DO YOU PLAY ON THE SLIDE AT SCHOOL, JOE?

Joe: [YES, I DO. / NO, I DON'T.]

Model the response if necessary.

DO YOU PLAY ON THE
SWING AT SCHOOL, JANE?

Jane: [YES, I DO. / NO, I DON'T.]

8. Free Dialog. Call on several pupils.

WHERE DO YOU PLAY AT
SCHOOL, JOE?

Joe: I PLAY ON THE [SLIDE / SWING] AT SCHOOL.

9. Put up the picture of children eating. Place your finger on the lunch in each picture.
Model: (2). Echo: ◯ (3).

THAT'S A LUNCH.

THAT'S A LUNCH.

10. Point to the appropriate picture.
Model: (2). Echo: ◯ (3).

[HE / SHE] EATS LUNCH AT HOME.

[HE / SHE] EATS LUNCH AT HOME.

11. Repeat step 10, changing to the appropriate pictures.

[HE / SHE] EATS LUNCH AT SCHOOL.

[HE / SHE] EATS LUNCH AT SCHOOL.

12. Chain Dialog.

I EAT LUNCH AT SCHOOL. WHERE DO YOU EAT LUNCH?

1st L: I EAT LUNCH AT HOME. WHERE DO YOU EAT LUNCH?

Don't correct short answers like: "At home."
Note that the children are to emphasize "you" in their questions.

2nd L: I EAT LUNCH AT SCHOOL. WHERE DO YOU EAT LUNCH?

ETC.

13. Put the cutouts of the man and the woman and the home and the school on the flannel board. Point to a different scene each time you model and have the children echo.
Model: (4). Echo: ◯ (4), ⊙ .

[HE / SHE] WORKS AT [SCHOOL. / HOME.]

[HE / SHE] WORKS AT [SCHOOL. / HOME.]

B. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙ .

LITTLE BIRD.

LITTLE BIRD.

2. Model: (1). Echo: ◯ (2), ⊙ .

LITTLE BIRD, LITTLE
BIRD.

LITTLE BIRD, LITTLE BIRD.

3. Recite the song "Little Bird, Go Through My Window" to the pupils. Then sing the words of the song.

LITTLE BIRD, LITTLE BIRD,
GO THROUGH MY WINDOW,
LITTLE BIRD, LITTLE BIRD,
GO THROUGH MY WINDOW,
LITTLE BIRD, LITTLE BIRD,
GO THROUGH MY WINDOW,
AND SING SOME SONGS TO ME.

4. Repeat step 3 and gesture for all the children to join you each time for the "LITTLE BIRD, LITTLE BIRD" parts.

5. Recite the song again and encourage the children to join in for the "LITTLE BIRD, LITTLE BIRD" parts.

6. Free Dialog: (Use at least one of the questions with each pupil.)

IS THE BIRD BIG?

NO, IT ISN'T.

IS THE BIRD LITTLE?

YES, IT IS.

The song "Little Bird, Go Through My Window" is in <u>Music for Living Through the Day</u>, <u>Teacher's Book One, California State Series</u>, p. 15.

Test:

Have the pupils go to the flannel board in pairs. Have each make a different scene of his own choice, point to one of the cutouts, and ask the question for the other to answer.

1st L: WHERE DOES [HE / SHE] WORK?

2nd L: [HE / SHE] WORKS AT [HOME. / SCHOOL.]

WHERE DOES [HE / SHE] WORK?

3rd L: [HE / SHE] WORKS AT [HOME. / SCHOOL.]

Accept short answers like "At home" and "At school."
Accept answers like "At home and at school, too."

Lesson 39

Likely Errors

a. Where does he play? → *At where does he play?

b. Where does she work? → *Where do she work?

c. [ɜ(r)] → * [er] in "work," "bird," and "her." The transcription * [er] indicates the common mistake of a full mid-front vowel [e] before [r] (i.e., pronounced like "air") instead of [ə].

d. Failure to emphasize "he" or "she" when a question is repeated.

Lesson 40

I. OBJECTIVES

A. Content

1. The learner will be able to ask *what* questions with the transitive verb eat, as in:

   What do you eat at school?

2. New vocabulary: beans and tomatoes

3. The learner will be able to use [əz], [z], or [s] for the plural form of nouns, as in "sandwiches," "eggs," and "cupcakes."

B. Test: See page 5.

II. MATERIALS

A. A pocket chart

B. A picture for a cafeteria scene. (See step 8.)

C. Cutouts of: apples, bananas, a bowl of beans, cookies, cupcakes, eggs, oranges, sandwiches and tomatoes.

III. PROCEDURES

A. Review

Dialog. Have pairs of pupils sit (facing each other) in front of the group and dramatize the dialog.

1st L: WHERE DO YOU EAT LUNCH?

Teaching Points

a. *What* questions about the direct object, "do" and "does" and locative phrases.

b. "Do" goes with subject "you" and "I."

c. "Does" goes with subject "he," "she" or a proper name.

d. The regular plural form of nouns: [əz], [z], and [s]. These are used at the end of nouns in the same way the possessive forms [əz], [z], and [s] are used at the end of proper names and nouns. (See Lesson 37.)

Put it at the top of the pocket chart.

One large illustration of each. Four small cutouts of each, mounted on separate pieces of tag board.

2nd L: AT [SCHOOL. / HOME.]

WHERE DO YOU EAT LUNCH?

1st L: AT [SCHOOL. / HOME.]

B. Presentation

1. Model: (2).

   I HAVE SOME BEANS.

   Hold up the cutout of the bowl of beans. Point to the beans before you make the statement.

2. Model: (3). Echo: ◯ (3).

   BEANS.

   BEANS.

   Correct pupils who say [s] for [z].

3. Free Dialog. Ask every pupil. Encourage a long answer by modeling the first response.

   DO YOU EAT BEANS?

   | YES, I EAT BEANS. |
   | NO, I DON'T EAT BEANS. |

4. Model: (2).

   I HAVE SOME TOMATOES.

   Hold up the cutout of the tomatoes. Point to the tomatoes before you make the statement.

5. Model: (3). Echo: ◯ (3).

   TOMATOES.

   TOMATOES.

   Correct pupils who say [s] for [z].

6. Free Dialog. Ask every pupil. Encourage a long answer.

DO YOU EAT TOMATOES?

YES, I EAT TOMATOES. NO, I DON'T EAT TOMATOES.

7. Free Dialog. Hold up the other large pictures, one at a time. Model the plural noun to cue the question. Have pairs of pupils come up to do the dialog.

   Encourage a long answer by modeling the first question and answer.

   1st L: DO YOU EAT BANANAS?

   2nd L: NO, I DON'T EAT BANANAS. / YES, I EAT BANANAS.

   DO YOU EAT BANANAS?

   1st L: NO, I DON'T EAT BANANAS. / YES, I EAT BANANAS.

8. Free Dialog. Put the small cutouts in the pocket chart to make a "cafeteria." Have the pupils form a lunch line and use the dialog. Let one pupil be the "cafeteria cook." The "cook" will give each pupil the cutouts he requests to take back to his desk for his "meal." Change the "cook" halfway through.

   1st L (cook): GOOD MORNING. / AFTERNOON.

   2nd L: I WANT COOKIES AND ORANGES.

   1st L (cook): COOKIES, AND ORANGES.

   Handing the 2nd L the cutouts. Encourage a pause where the comma is.

   2nd L: THANK YOU.

9. Free Dialog. Let the pupils keep the cutouts from step 8. Have pairs of pupils come up and do the dialog, and 2nd L going over to Joe (or Jane) to see what cutout he (or she) has. Everyone should have a turn both at asking the question and answering it.

1st L: WHAT DOES [JOE / JANE] EAT AT SCHOOL?

2nd L: [HE / SHE] EATS COOKIES AND ORANGES.

C. Pronunciation

1. Model: (3). Echo: ○ (3), ⊙.

SANDWICHES.

SANDWICHES.

[əz] plural ending

2. Model: (3). Echo: ○ (3), ⊙.

EGGS.

EGGS.

[z] plural ending

3. Model: (3). Echo: ○ (3), ⊙.

CUPCAKES.

CUPCAKES.

[s] plural ending

4. Recite the song "The Merry-Go-Round" to the pupils. Then sing the song for them.

<u>THE MERRY-GO-ROUND</u>

OH, CAMELS AND BEARS AND PONIES ARE FOUND
PRANCING A-ROUND ON THE MER-RY - GO - ROUND.
TOO-DLE - E - OO, TOO-DLE - E - OO,
ON THE MER-RY - GO - ROUND!

The song "The Merry-Go-Round" is in <u>New Music Horizons</u>, Book One, California State Series. Pupil's Book: pages 8-9. Use the illustration in the music book to show the pupils a bear, a camel, and a pony. Point to each animal in the illustration as you come to it in the song. [z] plural ending for "camels," "bears," and "ponies."

5. Recite the lyrics of the song and gesture for the pupils to join you for the "camels, and bears, and ponies" part.

Lesson 40

Test:

Call Joe and Jane to the front. Tell Joe:

I EAT APPLES AND BANANAS AT HOME. WHAT DO YOU EAT AT HOME, JOE?

Joe: I EAT ___ AND ___ AT HOME.

Turn to Jane and ask her:
WHAT DOES JOE EAT AT HOME, JANE?

Jane: HE EATS ___ AND ___ AT HOME.

Call Mary to the front; Joe now takes your role saying:

Joe: I EAT ___ AND ___ AT HOME. WHAT DO YOU EAT AT HOME, JANE?

Jane: I EAT ___ AND ___ AT HOME.

Joe now turns to Mary and asks her:

Joe: WHAT DOES JANE EAT AT HOME, MARY?

Mary: SHE EATS ___ AND ___ AT HOME.

Call another pupil to the front. Jane now takes the teacher's role and the whole procedure is repeated. Continue till every child has had a turn at asking the questions. Allow short answers, like "apples and bananas."

Likely Errors

a. What does Joe eat at home?
   → *What do Joe eat at home?

b. What do you eat at home?
   → *What do you eats at home?

c. What do you eat at home?
   → *What does you eat at home?

[z] → *[s] for the plural ending of such words as "beans," "tomatoes," "apples," "cookies," "eggs," and [əz] becomes [əs] in "oranges" and "sandwiches."

Lesson 41

I. OBJECTIVES

A. Content

1. The learner will be able to ask <u>what</u> questions containing "drink," for example:

   What do you drink at { school? / home? }

2. New vocabulary: drink, milk, orange juice, water

3. The learner will be able to pronounce [dʒ] in "juice," as in:

   I drink orange juice at school.

B. Test: See pages 6 and 7.

II. MATERIALS

A. A pitcher half-filled with water, a pitcher half-filled with milk, and a pitcher half-filled with orange juice

   Paper cups: one for each child plus 6 extra

   One pocket chart with a picture of a cafeteria scene at the top. Use those from lesson 40.

B. One large illustration for each of these. The pictures should contain a clue as to whether the act is being done at home or at school.

Teaching Points

a. <u>What</u> questions about the direct object, with "do" and "does" and locative phrases, e.g., "at school."

b. Mass nouns: "milk," "orange juice," "water" characterized by having no plural forms except in specialized meanings.

c. The voiced alveolar affricate [dʒ]. An affricate consists of a stop followed by a fricative. [dʒ] consists of the voiced alveolar stop [d] followed by the voiced palatal fricative [ʒ]. It is found twice in succession in orange juice, though the two are partially blended.

A woman pouring a glass of milk from a carton or bottle; a child drinking (through a straw) from a school milk carton; a child turning on a drinking fountain; a man getting a glass of water from the tap; a child drinking (through a straw) from a school orange juice carton; a woman squeezing orange juice; a woman mixing frozen orange juice.

C. Cutouts: a glass of water, a glass or carton of milk, a glass or carton of orange juice

Eight of each kind of cutout, mounted on separate pieces of tag board for use in the pocket chart.

D. Puppets: a boy and a girl

III. PROCEDURES

A. Review

1. Chain Dialog. First model the dialog below with two puppets. Then, have pairs of pupils sit (facing each other) in front of the group and do a similar dialog.

1st L: WHAT DO YOU EAT AT HOME?

2nd L: COOKIES AND ORANGES.

I EAT COOKIES AND ORANGES.

WHAT DO YOU EAT AT HOME?

1st L: APPLES AND SANDWICHES.

I EAT APPLES AND SANDWICHES.

B. Presentation

1. Model (2).

   I HAVE SOME WATER.

   Hold up the pitcher filled with water before you make the statement.

2. Model: (3). Echo: ◯ (3).

   WATER.

   WATER.

3. Repeat steps 1 and 2 for "milk" and "orange juice."

4. Use the puppets to model and lead the echo activity. Mention a different liquid each time you model and have the children echo. Model: (3). Echo: ◯ (3), ⊙ .

   WHAT DO YOU DRINK AT HOME?

   WHAT DO YOU DRINK AT HOME?

   I DRINK [WATER / MILK / ORANGE JUICE] AT HOME.

   I DRINK [WATER / MILK / ORANGE JUICE] AT HOME.

5. Free Dialog. (2 for each picture). Put the large pictures on the chalk rail. Have one of a pair of pupils select a picture to cue the question and answer.

1st L: WHAT DOES [HE / SHE] DRINK AT [SCHOOL? / HOME?]

2nd L: [HE / SHE] DRINKS [WATER. / MILK. / ORANGE JUICE.]

WHAT DOES [HE / SHE] DRINK AT [SCHOOL? / HOME?]

2nd L points to another picture.

1st L: [HE / SHE] DRINKS [WATER. / MILK. / ORANGE JUICE.]

6. Free Dialog. Put the small cutouts in the pocket chart to make a "cafeteria." Let one pupil be the "cafeteria cook." Have the pupils form a lunch-line and use the dialog. The "cook" will give each pupil the cutout he requests to take and stand on his desk. Change "cooks" half way through. You may have to model the activity at first.

1st L: GOOD [MORNING. / AFTERNOON.]

1st L is the "cook"

WHAT DO YOU WANT?

2nd L: I WANT SOME [MILK. / WATER. / ORANGE JUICE.]

Accept short answers like "water," "orange juice," and "milk."

1st L hands the student the cutout.

2nd L: THANK YOU.

7. Chain Dialog.

I DRINK ORANGE JUICE
AT HOME. WHAT DO <u>YOU</u>
DRINK AT HOME?

1st L: I DRINK MILK.

WHAT DO <u>YOU</u> DRINK AT HOME?

Accept short answers.

2nd L: I DRINK ORANGE JUICE.

WHAT DO <u>YOU</u> DRINK?

Turning to the next pupil.

ETC.

C. Pronunciation

1. Model: (3). Echo: ○ (3), ⊙.

   JUICE.

   JUICE.

   ORANGE JUICE.

   ORANGE JUICE.

2. Model: (3). Echo: ○ (3), ⊙.

   WHO WILL BUY MY ORANGE JUICE?

   WHO WILL BUY MY ORANGE JUICE?

3. Recite the words of "Selling Song," using the lyrics below, to the pupils. Then sing the song to the pupils.

   ORANGE JUICE! ORANGE JUICE! WHO WILL BUY MY ORANGE JUICE?

"Selling Song" is in *Music for Early Childhood*, California State Series, Teacher's Ed. page 16.

4. Repeat step 3, but have the pupils join you.

5. Invite volunteers to recite the song.

6. Chain Dialog:

1st L: DO YOU DRINK ORANGE JUICE?

2nd L: YES, I DO. / NO, I DON'T.

DO I DRINK ORANGE JUICE?

3rd L: YES, YOU DO. / NO, YOU DON'T.

DO BOYS DRINK ORANGE JUICE?

4th L: YES, THEY DO.

DO GIRLS DRINK ORANGE JUICE?

5th L: YES, THEY DO.

DO CATS DRINK ORANGE JUICE?

6th L: NO, THEY DON'T.

DO DOGS DRINK ORANGE JUICE?

7th L: NO, THEY DON'T.

Give each pupil a chance to ask and answer a question about orange juice.

Test:

Put three filled containers and enough paper cups for yourself and each pupil on your desk or a table. Have each pupil ask another pupil what he wants to drink, pour it into a cup, and hand it to him. Continue until everyone is served and everyone has had an opportunity to both ask the question and give the answer. Model this dialog with a pupil, to demonstrate, before initiating the test.

Jane: WHAT DO YOU DRINK AT SCHOOL, JOE?

Joe: I DRINK WATER. / MILK. / ORANGE JUICE.

Jane: DO YOU WANT SOME?

Joe: YES, I DO.

Jane pours the drink requested and Joe says:

Joe: THANK YOU.

Lesson 41

Likely Errors

a. What do you drink at home? ⟶ *What do you drinks at home?

b. I drink milk at school. ⟶ *I drink milk to school.

c. I drink milk at home. ⟶ *I drink milks at home.

d. [dʒ] ⟶ * [ts] or * [dy] or [tš] in "juice."

I. OBJECTIVES

A. Content

1. New vocabulary: bread, chicken, hot chocolate, meat, soup, and potatoes.

2. The learner will be able to use the new vocabulary in previously learned structures, for example:

   Who has some hot chocolate?
   Joe has some soup.
   I want some orange juice.
   Do you eat chicken?

3. The learner will be able to pronounce [tʃ] in "chocolate" and "chicken," as in:

   He wants hot chocolate.

B. Test: See page 5

II. MATERIALS

A. A pocket chart

B. Six shoe-boxes, each with one of the following sets: 2 spoons, 2 forks, 4 knives, 5 pencils, 6 crayons, and 7 erasers

C. Large pictures of a loaf of bread, a whole chicken, a cup of hot chocolate, a glass of orange juice, a bowl of soup, a large piece of meat, and several potatoes

D. Small cutouts: duplicates of the large pictures. Several of each, depending on how many pupils you have

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. Mass nouns (which have no plural forms)

c. The voiceless alveolar affricate [tʃ]. This is the voiceless counterpart of [dʒ]. It consists of the voiceless, alveolar stop [t] followed by the voiceless palatal fricative [ʃ] (as in the <u>sh</u> of "ship").

E. An individually wrapped piece of chocolate candy for each child

III. PROCEDURES

A. Review

1. Free Dialog. Give a box to each of six pupils. Each of these pupils comes to the front one at a time. Have the group ask the question as the individual opens the box and looks in. Then he answers. Accept short answers.

◯: WHAT DO YOU SEE IN THE BOX?

⨀: I SEE SOME PENCILS.
I SEE PENCILS.
SOME PENCILS.
PENCILS.

B. Presentation

Put a small cutout of each new vocabulary item on your table. Let seven pupils each choose one and stand it on his desk. Have the pictures on your desk. Hold up the appropriate picture each time, before asking the question.

1. Model: (1). Echo: ◯ (2).

JOE HAS SOME SOUP

JOE HAS SOME SOUP.

2. Echo: ◯ (3).

SOUP.

SOUP.

3. Free Dialog.

   WHO HAS SOME SOUP?

   ◯: JOE DOES.
   Joe: I DO.

4. Repeat Steps 1, 2, and 3 for "bread," "chicken," "hot chocolate," "meat," "orange juice," and "potatoes."

5. Free Dialog. Have Joe hold up his duplicate cut-out to cue the question from the group. Choose a volunteer to answer.

   ◯: WHAT DO YOU DRINK AT HOME?

   Joe: I DRINK MILK.

   ◯: WHAT DO YOU EAT AT HOME?

   Jane: I EAT MEAT.

   ETC.

6. Chain Dialog. Give the pupils freedom to decide on a food item or beverage. Continue until everyone has had a turn.

   WHERE DO YOU
   [EAT BANANAS? / DRINK MILK?]

   1st L: AT [SCHOOL. / HOME.]

WHERE DO YOU [EAT BANANAS? / DRINK WATER?]

2nd L: AT [SCHOOL. / HOME.]

WHERE DO YOU [EAT MEAT? / DRINK HOT CHOCOLATE?]

ETC.

C. Pronunciation

1. Model: (3). Echo: ◯(3).⊙ .

   CHOCOLATES.

   CHOCOLATES.

   Be sure to pronounce and model "chocolates" as a two-syllable word. Also show children the difference between "chocolates" and "(hot) chocolate."

2. Chain Dialog. Have each pupil ask as well as answer a question about chocolate.

   1st L: DO YOU EAT CHOCOLATES?

   2nd L: [YES, I DO. / NO, I DON'T]
   DO BOYS EAT CHOCOLATES?

   3rd L: YES, THEY DO.
   DO GIRLS EAT CHOCOLATES?

   4th L: YES, THEY DO.
   DO DOGS EAT CHOCOLATES?

NO, THEY DON'T.
DO DUCKS EAT
CHOCOLATES?

6th L: NO, THEY DON'T.

Test:

Put the food cutouts, including those from lessons 40 and 41 in the pocket chart to make an expanded "cafeteria." Keep a duplicate of each cutout at your desk. Choose a "cook," changing half-way through. Have each pupil take a small tray and request a "lunch" of cutouts.

1st L (cook): GOOD MORNING. / AFTERNOON.

WHAT DO YOU WANT?

2nd L: I WANT MEAT, POTATOES, SOUP, BREAD AND A CUPCAKE, PLEASE.

The number of food items requested is unimportant.

1st L (cook): hands the appropriate cutouts to the pupil.

2nd L: THANK YOU.

Likely Errors

a. I want potatoes. → *I want potato.

b. I want bread. I want some bread. → *I want breads.

c. [tʃ] → *[ts] or [ʃ] in "chicken" and "chocolate."

Lesson 43

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Where do you eat bananas?

   Where does [he / she] eat?

   What do you eat at home?

   What do you drink at school?

2. The learner will be able to answer questions above. Note emphasis in statement which follow:

   I eat bananas *at home*.

   [He / She] eats *at school*.

   I eat *beans* at home.

   I drink *milk* at school.

B. No test

II. MATERIALS

A. Pictures or cutouts: sandwiches, bananas, cupcakes, beans, chicken, soup, potatoes, meat, bread, water, orange juice, hot chocolate, and milk

B. A picture of a home, another of a school

Teaching Points

a. The difference between *where* questions and *what* questions: *what* questions about the direct object vs. *where* questions with "do" or "does" about the locative phrase.

b. The plural endings of count nouns: [əz] , [z] , [s] . (See lesson 40)

c. Mass nouns (which have no plural forms)

III. PROCEDURES

A. Review

1. Free Dialog. Put the pictures of the school and home in the chalk rail. Ask as many questions like the following as you can. Be sure and talk to everyone. Model only as many of the responses as you have to.

JOE, WHERE DO YOU PLAY?

Joe: I PLAY AT SCHOOL.

Have Joe point to the picture of the school.

TOM, WHERE DOES JOE PLAY?

Tom: HE PLAYS AT SCHOOL.

MARY, DOES JOE PLAY ON THE SLIDE AT SCHOOL?

Mary: YES, HE DOES.

JANE, DO YOU PLAY ON THE SWING AT SCHOOL?

Jane: YES, I DO.

TOM, DO YOU WORK AT SCHOOL?

Tom: YES, I DO.

MARY, DO YOU WORK AT HOME?

Mary: YES, I DO.

JOE, WHERE DO YOU WORK?

Joe: AT HOME.

TOM, WHERE DO YOU PLAY?

Tom: AT SCHOOL.

JANE, WHERE DOES TOM PLAY?

Jane: HE PLAYS AT SCHOOL.

MARY, WHERE DO YOU PLAY AT SCHOOL?

Mary: I PLAY ON THE SWING AT SCHOOL.

JOE, DO YOU WORK AT SCHOOL?

Joe: YES, I DO.

ETC.

2. Repeat step 1 with one of the children taking your part. Encourage where questions. Repeat with other children.

3. Chain Dialog. Start the drill by placing all of the pictures face up on the table. Pick up the picture of the school and say:

I EAT AT SCHOOL.

Then pick up a picture of a food item, (e.g., cupcakes) and place it near the picture of the school as you say:

I EAT CUPCAKES AT SCHOOL. WHAT DO YOU EAT AT SCHOOL?

Hand both pictures to your neighbor. Have him respond:

1st L: I EAT CUPCAKES AT SCHOOL.

Model the sentence for him if you have to.

Have him point to you (the teacher) and say to his neighbor:

1st L: SHE / HE EATS CUPCAKES AT SCHOOL, TOO.

Have him pick a picture, (e.g., bananas) and put it on top of the other picture as he says:

I EAT BANANAS AT SCHOOL.
WHAT DO YOU EAT AT SCHOOL?

He can then pass the picture on to his neighbor who will first repond to the question and then say what the 1st L eats at school. Continue on around the group. When the drill is completed, put the pictures back on the table, pick up the picture of the home, substituting "home" for "school" in the dialog, and start the drill back around the group in the other direction.

4. Free Dialog. Set two pocket charts side by side in front of the room. Put a picture of a school and a home face down on the table. Ask Joe:

WHERE DO YOU EAT BREAD?

Have him look at one of the pictures, for example, of the school, and hold it up so that everyone can see it while he says:

Joe: I EAT BREAD AT SCHOOL.
I EAT BREAD AT HOME, TOO.

He can then sit in front of one of the pocket charts.

Model as much of the proper response as you have to until the pupils can give the responses on their own.

Have the other pupils close their eyes while you place the two pictures face down on the table and mix them up.

Ask each pupil in turn:

WHERE DO YOU EAT SANDWICHES?

Let each pupil pick up one of the pictures, use it as a cue, and say one of the following sequences.

(1) I EAT SANDWICHES AT HOME. I EAT SANDWICHES AT SCHOOL, TOO.

(2) I EAT SANDWICHES AT SCHOOL. I EAT SANDWICHES AT HOME, TOO.

Response #1 if the picture of the home, #2 if the picture of the school.

Have the pupils who picked the school picture sit together in front of one pocket chart, while those who picked the home picture sit in front of the other pocket chart. When everyone has chosen, put the pictures in the proper pocket charts to represent a home and a school.

5. Chain Dialog. With the pupils grouped in the way step 4 ended, place the pictures of all of the things to eat face down on one side of the table and all of the pictures of things to drink face down on the other side of the table. Point to the things to eat and ask Joe:

WHAT DO YOU EAT AT SCHOOL?

Have him look at one of the pictures (e.g., sandwiches) and hold it up so that everyone can see it while he says:

I EAT SANDWICHES AT SCHOOL.

Then point to the pictures of the things to drink and say:

WHAT DO YOU DRINK AT SCHOOL?

Have him look at one of the pictures (e.g., orange juice) and hold it up so that everyone can see it while he says:

I DRINK ORANGE JUICE AT SCHOOL.

Then point to a pupil (Jane) in the other group and ask:

JOE, WHERE DOES JANE EAT?

SHE EATS AT HOME.

Then continue on with the game, letting Joe ask her the questions for her turn: "What do you eat at home?"; "What do you drink at home?" Continue on around the group as in a chain dialog.

Lesson 44

I. OBJECTIVES

A. Content

1. The learner will be able to use plural nouns after "two," as in:

   I have two bananas.

2. The learner will be able to use "of" as exemplified in:

   I have a glass of milk.
   I have two glasses of milk.

3. New vocabulary: glass, bottle, cup, can, and bowl

4. The learner will be able to pronounce the stressed [ə] in such words as "cup," "puppet," and "puzzle," as in:

   I want a cup of milk.

B. Test: See page 6.

II. MATERIALS

A. Enough cutouts of the following for every pupil to have one of them: glasses of milk, tomatoes, cupcakes, glasses of orange juice, and bread

B. Enough pictures of a can of apple juice and a bottle of orange juice for each pupil

C. A cup and a cap

Teaching Points

a. Plural forms of count nouns follow "two."

b. "Container" term followed by "of" and a noun, e.g., "glass of milk."

c. The stressed mid-central vowel [ə]. Actually the stressed [ə] has the tongue a little lower than the unstressed [ə], but the difference is very small.

III. PROCEDURES

A. Review

1. Chain Dialog. Pass out the cutouts of glasses of milk, orange juice, cups of hot chocolate, and cans of apple juice. Each pupil will have one.

JOE WHAT DO YOU DRINK AT SCHOOL?

Joe: I DRINK ORANGE JUICE. WHAT DO YOU DRINK?

Joe answers according to what he has.

I DRINK MILK.

Joe: JANE, WHAT DO YOU DRINK AT SCHOOL?

Jane: I DRINK MILK. WHAT DO YOU DRINK?

Joe: I DRINK ORANGE JUICE.

ETC.

2. Chain Dialog. Collect the cutouts above and pass out the cutouts of tomatoes, cupcakes, and bread. Continue the chain dialog above with:

WHAT DO YOU EAT AT HOME?

Tom: I EAT TOMATOES. WHAT DO YOU EAT AT HOME?

I EAT BANANAS.

Tom: MARY, WHAT DO YOU EAT AT SCHOOL?

ETC.

B. Presentation

1. Put two stick figures on the board (a boy and a girl). Have the girl holding two bananas and the boy one. The boy is also holding a glass of milk. Present the following dialog by pointing to the appropriate stick figures as you model the lines.
   Model: (3). Echo: ◯ (3).

   I HAVE TWO BANANAS.
   DO YOU WANT ONE?

   Mary: I HAVE TWO BANANAS.
   DO YOU WANT ONE?

   NO, THANKS. I HAVE A BANANA.
   I HAVE A GLASS OF MILK, TOO.

   John: NO, THANKS, I HAVE A BANANA.
   I HAVE A GLASS OF MILK, TOO.

2. Imitation. Call pairs of pupils to the front. Have each pair imitate the dialog. The first few pairs of pupils may have to echo after you. Allow changes which are correct and appropriate.

3. Free Dialog. Pass out cutouts of cans of apple juice and bottles of orange juice. Some pupils will have one and some will have nothing. Hold up cutouts of two cans of apple juice or bottles of orange juice.

   I HAVE TWO CANS OF APPLE JUICE.
   DO YOU WANT ONE?

1st L: YES, PLEASE. (If he has nothing.)

NO, THANKS. I HAVE A BOTTLE OF ORANGE JUICE

I HAVE TWO BOTTLES OF ORANGE JUICE. DO YOU WANT ONE?

2nd L: YES, PLEASE.
NO, THANKS. I HAVE A CAN OF APPLE JUICE.

Continue till every pupil has responded.

4. Free Dialog. Repeat step 3, but this time let several pupils take turns asking the questions.

5. Set up the cutouts of the glasses of milk and orange juice, the bottles of milk and orange juice, the cup of hot chocolate, the can of apple juice and the bowl of soup in a pocket chart or on the chalk rail. Identify each one as you model and echo.
Model: (1). Echo:◯ (1).

THIS IS A GLASS OF MILK.

THIS IS A GLASS OF MILK.

ETC.

6. Echo: (•). As you say each item again, have a pupil go up and point to the appropriate picture, as he echoes. Continue this until most of your pupils can point to the correct picture with no hesitation.

5

THIS IS A CUP OF HOT
CHOCOLATE.

THIS IS A CUP OF HOT CHOCOLATE.

ETC.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

A CUP.

A CUP.

Show the pupils the cup.
[ə kə́p]

A CAP.

A CAP.

Show the pupils the cap. (cap of a bottle or boy's headgear)
[ə kǽp]

2. Imitation and recognition. Place the cup and the cap where all the pupils can see them. Say "cup" or "cap," then ask one of the pupils to come up and point to the object you have named. Call on every pupil if there is time.

3. Repeat step 2 with "I have a cup" and "I have a cap."

Test:	Likely Errors
1. Chain Dialog. Give each pupil one cutout or two identical cutouts. In other words, one will have two glasses of milk, another two glasses of orange juice, etc., while others will have one glass of milk, one cupcake, etc. I HAVE TWO GLASSES OF MILK. WHAT DO YOU HAVE? 1st L: I HAVE TWO GLASSES OF ORANGE JUICE. WHAT DO YOU HAVE? 2nd L: I HAVE ONE CUPCAKE. WHAT DO YOU HAVE? 3rd L: I HAVE TWO POTATOES. WHAT DO YOU HAVE? ETC.	a. I have two glasses of milk. → *I have two glass of milk. b. I have two glasses of milk. → *I have two glasses milk. c. [ə] → *[a] in such words as "cup" and "puzzle."

I. OBJECTIVES

A. Content

1. The learner will be able to use mass nouns after "some" as in:

   Do you want some milk?

2. The learner will be able to use "some" without the noun, as in:

   Do you want some, too?

3. New vocabulary: rice, corn, and fruit.

4. The learner will be able to distinguish the stressed [ə] from [ɑ] in such words as "some" (when the last word in a sentence) for [ə] and "want" for [ɑ], as in:

   I want some.

B. Test: See page 7.

II. MATERIALS

A. Objects or cutouts of: a sandwich, a cupcake, two cans of apple juice, two glasses of milk, several pieces of fruit, two boxes of rice, several ears of corn, two cans of beans, and two cans of soup.

B. Picture of children sitting at lunch tables examining the contents of their lunch bags; a boy and a girl are talking.

Teaching Points

a. Mass nouns after "some".

b. "Some" with the following mass noun understood but not mentioned. Note that "some" is weak-stressed when followed by a noun (I want some milk), but strong-stressed when the noun is removed (I want some).

c. "Too" after a clause.

d. The stressed mid-central vowel [ə] and the low central vowel [ɑ]. The mouth (and jaw) are more open for [ɑ].
"Some" is weak-stressed when followed by a noun (I want some milk), but strong-stressed when the noun is removed (I want some).

III. PROCEDURES

A. Review

1. Present the picture.
   Model: (3).

Dialog	Teacher action
Girl: WHAT DO YOU HAVE?	Point to the girl in the picture.
Boy: I HAVE A SANDWICH. WHAT DO YOU HAVE?	Point to the boy in the picture.
Girl: I HAVE A CUPCAKE. DO YOU WANT IT?	Point to the girl in the picture.
Boy: YES, I DO. THANK YOU.	Point to the boy in the picture.

2. Imitation. Have a boy and a girl from your class come up and imitate the dialog you have presented. Repeat with other pairs of pupils. Do not insist on word for word reproduction of the dialog, but have pupils act out the meanings their sentences convey, i.e., handing the offered cupcake to the pupil who says "Yes, I do," etc.

B. Presentation

1. Have the children echo the three sentences.
   Echo: ◯ (3).

Teacher	Class	Teacher action
I HAVE A SANDWICH.	I HAVE A SANDWICH.	Hold up a sandwich
I HAVE A CUPCAKE.	I HAVE A CUPCAKE.	Hold up a cupcake.

I HAVE SOME APPLE JUICE.

I HAVE SOME APPLE JUICE.

Hold up the apple juice.

2. Response. Call on three pairs of pupils.

DO YOU WANT SOME APPLE JUICE?

1st L: YES, PLEASE.
YES, I DO.
YES, I WANT SOME APPLE JUICE.

Give him the apple juice.

DO YOU WANT SOME, TOO?

2nd L: YES, PLEASE.
YES, I DO.
YES, I WANT SOME, TOO.

Give him the apple juice.

Repeat with other pairs of pupils.

3. Free Dialog.

JOE, ASK TOM IF HE WANTS SOME APPLE JUICE.

If the pupil does not understand this verbal instruction, help him with gestures or by modeling the question.

Joe: TOM, DO YOU WANT SOME APPLE JUICE?

Tom: YES, PLEASE.
YES, I DO.
YES, I WANT SOME APPLE JUICE.

JOE, ASK MARY IF SHE WANTS SOME, TOO.

Joe: MARY, DO YOU WANT SOME TOO?

Mary: YES, PLEASE.
YES, I DO.
YES, I WANT SOME, TOO.

4. Repeat steps 1 through 3, calling on as many pupils as possible and using the cans of soup and glasses of milk, in place of the apple juice.

5. Hold up the ear of corn for the rest of the class to see.
Echo: ◯(3), ⊙.

SOME CORN.

SOME CORN.

6. Free Dialog. Set up a "grocery store" with the corn, boxes of rice, and artificial fruit. Have two pupils come up. Let one be the grocer and other a customer.

JOE, ASK JANE IF SHE WANTS SOME CORN.

Joe: JANE, DO YOU WANT SOME CORN?

Jane: YES, PLEASE.
YES, I DO.
YES, I WANT SOME CORN.

Repeat with the rice and fruit, calling on other pairs of pupils.

7. Add the cans of beans and cartons of milk to the grocery counter, giving as many pupils as possible the opportunity to be "grocer." Have the grocer stand behind the counter or table, and as pairs of pupils file by, have him ask:

(Grocer) 1st L: DO YOU WANT SOME MILK?

2nd L: YES, I DO.

(turning to 3rd L) 1st L: DO YOU WANT SOME, TOO?

3rd L: YES, I DO.

This activity could lead right into the test.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

SOME

SOME — [səm]

MILK

MILK

SOME MILK

SOME MILK — Be sure "some" is weak-stressed in "some milk".

I WANT SOME MILK.

I WANT SOME MILK. — [want] for "want".

2. Chain Dialog.

DO YOU WANT SOME APPLE JUICE
OR SOME MILK?

1st L: I WANT SOME [APPLE JUICE. / MILK.]

DO YOU WANT SOME APPLE
JUICE OR SOME MILK?

2nd L: I WANT SOME [APPLE JUICE. / MILK.]

ETC.

Test:

1. Have one pupil at a time come up and choose from: two boxes of rice, two cans of apple juice, two pieces of fruit, two cans of soup, or two cartons of milk. He (Joe) will then ask another pupil:

   Joe: DO YOU WANT SOME APPLE JUICE? ("Apple juice" or whatever Joe has chosen)

   1st L: YES, I DO.
   YES, I WANT SOME APPLE JUICE.

   Joe gives the apple juice to the 1st L, after the response. You might have the 1st L say "Thank you" after he receives the apple juice.

   Joe: DO YOU WANT SOME, TOO?

   2nd L: YES, I DO.

   Joe gives the apple juice to the 2nd L after the response. You might have the 2nd L say "Thank you" after he receives the apple juice.

2. Have another pupil come up and take Joe's place. Continue until every pupil gets a chance to play Joe's role.

Likely Errors

a. Do you want some corn? ⟶ *Do you want some corns?

b. Do you want some rice? ⟶ *Do you want a rice?

c. [ə] ⟶ *[a] in words like "some".

d. [a] ⟶ *[ə] in words like "want".

I. OBJECTIVES

A. Content

1. New vocabulary: butter, cheese, jelly, crackers
2. The learner will be able to use the new vocabulary in sentences like the following:

    I have a _____.

    I have some _____.

    Do you want some _____?

    No, I don't. I have some __.

3. The learner will be able to pronounce [dʒ] and [tʃ] in words like "jelly" (for [dʒ]) and "cheese" (for [tʃ]), as in:

    Do you want some jelly?

    No. I want some cheese.

B. Test: See page 5.

II. MATERIALS

Butter, cheese spread, jelly, crackers, and milk in cartons.

It would be more interesting for the children to have the actual food in this lesson. However, if school regulations make the use of actual foods inadvisable, use cutouts or plastic imitations of the food indicated for the drill. If possible, have enough real food to provide "refreshments" for the entire class, at the end of the lesson.

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. Mass nouns and count nouns.

c. The affricate consonants [dʒ] and [tʃ]. Both begin as alveolar stops and both end as palatal fricatives. The difference is in the voicing: [tʃ] is voiceless (whispered), [dʒ] is voiced (sounded).

III. PROCEDURES

A. Pronunciation

1. Model: (3). Echo: ◯ (3).

JELLY

JELLY — Hold up the jelly.

CHEESE

CHEESE — Hold up the cheese.

I WANT SOME JELLY.

I WANT SOME JELLY.

I WANT SOME CHEESE.

I WANT SOME CHEESE.

2. Chain Dialog.

DO YOU WANT SOME JELLY
OR SOME CHEESE?

1st L: I WANT SOME [JELLY. / CHEESE.]

DO YOU WANT SOME JELLY
OR SOME CHEESE?

2nd L: I WANT SOME [JELLY. / CHEESE.]

DO YOU WANT SOME JELLY
OR SOME CHEESE?

3rd L: I WANT SOME [JELLY. / CHEESE.]

ETC.

B. Presentation

A party, using actual food, provides an interesting background for reviewing the sentence patterns taught in lessons 44 and 45 and for introducing this lesson's vocabulary. Explain to your class that you will have a party in class today and then have them gather around your desk or table where you have placed the foods listed under MATERIALS.

Omit the explanation if the words and patterns you will use in the explanation are not familiar to your pupils.

1. Model (3). Echo: ◯ (3), ⊙ .

SOME CRACKERS

SOME CRACKERS

Hold up the box of crackers and shake it.

2. Address the question to three individuals. Free Dialog: ⊙ (3).

DO YOU WANT SOME CRACKERS?

YES, I DO.

3. Free Dialog. Repeat until each pupil has a cracker.

I WANT A CRACKER.
DO YOU WANT IT?

YES, I DO.

Give it to him.

4. Free Dialog. Repeat till everyone has some jelly on his cracker.

I WANT SOME JELLY.
DO YOU WANT SOME JELLY?

1st L: YES, I DO.

Put some jelly on his cracker.

2nd L: YES, I DO.

Put some jelly on his cracker.

5. Model: (3). Echo: ◯ (3). ⊙.

SOME BUTTER
SOME BUTTER.

Repeat step 4 with "butter" instead of "jelly." Call on different pupils.

SOME CHEESE
SOME CHEESE

Repeat step 4 with "cheese" instead of "jelly." Call on different pupils.

6. Have pupils take their seats. Give each pupil another cracker and appoint monitors to go among the pupils with the spreads, asking questions like:

You may have to model the questions and responses first in order to get the activity going.

Monitor: DO YOU WANT SOME CHEESE?

1st L : YES, I DO.
NO, I DON'T. I HAVE SOME JELLY.

Monitor: DO YOU WANT SOME, TOO?

2nd L : YES, I DO.

7. Have a milk monitor go to two pupils with milk cartons, asking:

Monitor: DO YOU WANT A CARTON OF MILK?

1st L: YES, I DO.

Monitor: DO YOU WANT TWO CARTONS OF MILK?

2nd L: YES, I DO.
NO, I DON'T. I WANT ONE CARTON OF MILK.

Test:

Continue with the party situation started in steps 6 and 7 under Presentation. Group the pupils around a table. With the party foods on the table, allow the pupils to engage in free conversation.

I HAVE A ______.
DO YOU WANT IT?

YES, I DO. THANK YOU.

I HAVE SOME _____.
DO YOU WANT SOME _____?

YES, I DO.
NO, I DON'T. I WANT SOME __.

DO YOU WANT SOME, TOO?

YES, I DO.
NO, I DON'T. I HAVE SOME __.

Then have the pupils take over the entire conversation.

Likely Errors

a. I have some jelly. → *I have a jelly.

b. I have some crackers. → *I have some cracker.

c. [dʒeliy] → *[tseliy] or *[dyeliy] for "jelly."

d. [tʃiyz] *[tsiyz] or *[ʃiyz] for "cheese."

e. Final [z] of "cheese" might also be mispronounced as [s].

Lesson 47

I. OBJECTIVES

A. Content

1. The learner will be able to use the word "any" before mass nouns in negative statements such as:

   I don't have any peanut butter.

2. The learner will be able to use the word "like" immediately before mass nouns in such sentences as:

   I like cheese.
   I don't like cheese.

3. New vocabulary: any, like, candy

4. The learner will be able to pronounce the diphthong [ow] in words like "don't" as in:

   I don't have any rice.

B. Test: See page 7.

II. MATERIALS

A. Pictures: of a bowl of rice, of fruit, of jelly, of corn, of salad, of butter, of cheese, of candy, and of peanut butter. Duplicates of some of these if you have more than nine pupils.

B. A bowl and a ball

C. A piece of candy individually wrapped for yourself and for each pupil

Teaching Points

a. "Any" before a noun direct object in negative statements.

b. "Like" is generally used immediately before mass nouns (and plural count nouns, see lesson 41), that is, without an article ("a," "an," "the") or "any" before the noun.

c. The mid-back diphthong [ow], rounded, as in "don't" or "bowl." The movement of the tongue is towards the back and higher, with the rounding of the lips becoming narrower.

III. PROCEDURES

A. Review

Free Dialog. Hold up the appropriate picture for each sentence. Give it to the pupil after his response. Sample questions and responses:

I HAVE A BOWL OF RICE. JOE, DO YOU WANT SOME?	YES, PLEASE. YES, I DO.
MARY, DO YOU WANT SOME CORN?	YES, PLEASE. YES, I DO.
WHO WANTS SOME SALAD?	I DO.
I SEE SOME CHEESE. JANE, DO YOU WANT SOME?	YES, (PLEASE).
TOM, WHAT DO YOU WANT?	I WANT SOME PEANUT BUTTER.
I EAT FRUIT. Pretend to eat fruit. WHO WANTS SOME FRUIT?	I WANT SOME FRUIT.

ETC.

Let the pupils keep the pictures for the next activity.

B. Presentation

1. Distribute the pictures. Look at each pupil's picture as you say each sentence. Nod or shake your head for affirmative or negative statements. Model: (1).

   JOE HAS SOME RICE.

   I DON'T HAVE ANY RICE.

   MARY HAS SOME CORN.

   I DON'T HAVE ANY CORN.

   JANE HAS SOME CHEESE.

   I DON'T HAVE ANY CHEESE.

   ETC.

2. Chain Dialog. The children use the pictures from the review for this activity. When a child responds, he shows his picture.

   JOE, DO YOU HAVE SOME RICE?

   Joe: YES, I HAVE SOME RICE. MARY, DO YOU HAVE SOME CORN?

   Model the first response with a complete sentence in order to elicit complete responses from the other pupils.

   Mary: YES, I HAVE SOME CORN. DO YOU HAVE SOME CHEESE?

   3rd L: NO, I DON'T HAVE ANY CHEESE. I HAVE SOME ___. JANE, DO YOU HAVE SOME _______?

   ETC.

3. Hold up a piece of candy. Show that you like candy by looking happy. Model: (2). I HAVE SOME CANDY. I LIKE CANDY.	Hold up the piece of candy.
4. Distribute the pieces of candy. Echo: ◯ (3). I LIKE CANDY. I LIKE CANDY.	Everyone holds up his piece of candy.
5. Free Dialog. Have all the pictures in your posession. When a pupil's affirmative response contains "want," give him the appropriate picture. If his affirmative response contains "like," do not give him the picture. Sample dialog: JOE, DO YOU WANT SOME RICE? 1st L: YES, I WANT SOME RICE. Hand over the picture of rice to Joe. JANE, DO YOU LIKE CORN? 2nd L: YES, I LIKE CORN. Don't hand Jane the picture of corn, but say: I LIKE CORN, TOO. MARY, DO YOU WANT SOME FRUIT?	You may have to model some of the responses at first.

3rd L: NO, I DON'T WANT ANY FRUIT. I WANT SOME CHEESE.

Hand Mary the picture of cheese.

TOM, DO YOU LIKE SALAD?

4th L: NO, I DON'T LIKE SALAD. I LIKE CANDY.

Don't hand Tom the picture of candy. but say:
I LIKE CANDY, TOO.

Continue in this manner till everyone gets a change to respond twice.

6. Free Dialog. Repeat step 5 with one of the pupils taking your role. Have as many pupils take your role as you feel you have time for.

C. Pronunciation

1. Model all four entries in a row before modeling again. Do the same in the echo activity.
Model: (2). Echo: ◯ (3).

NO	NO
DON'T	DON'T
NO, I DON'T.	NO, I DON'T.
NO, I DON'T.	NO, I DON'T.

In the first echo for "no," round your protruded lips and slowly narrow the opening to effect the diphthong [ow] - and have your pupils do the same. Follow this immediately with a natural rendition of "no."

2. Place the bowl and the ball on your desk. Point to them when you mention them.
Model: (3). Echo: ○ (3).

In the first echo for "bowl," repeat the demonstration suggested above for "no."

Model	Echo
BOWL	BOWL
BALL	BALL
I WANT THE BOWL.	I WANT THE BOWL.
I WANT THE BALL.	I WANT THE BALL.

In the first echo for "ball," round your protruded lips and slowly pronounce the syllable, prolonging the vowel [ɔ] - and have your pupils do the same. Follow this immediately with a natural rendition of "ball."

3. Free Dialog. Leave the bowl and the ball on your desk. Call five children to your desk one at a time.

JANE, I WANT THE BOWL.

Don't point to either object.

Jane picks up the bowl and hands it to you. If she picks up the ball instead, correct her by saying:

NO, I DON'T WANT THE BALL.
I WANT THE BOWL.

Don't point to either object.

She picks up the bowl and hands it to you. Repeat the procedure, asking for the bowl or the ball randomly till all the children have responded.

Should the children, in the spirit of fun, choose to hand over the wrong object, allow this since it not only lets you know (by their laughter) that they did hear correctly but it also permits the other child to practice "no," "don't," "ball," and "bowl" in sentences like: "No, I don't want the ball (bowl). I want the bowl (ball)."

4. Chain Dialog. Repeat step 3 with the difference that after Jane has responded to your question(s), she takes your role in the dialog.

Test:

Free Dialog. Place the pictures face down on your table. A child comes to your table and might say: (model if necessary)

I LIKE FRUIT.
I WANT SOME FRUIT.

The child picks a picture and turns it face up. If it happens to be the picture of the fruit, he says:

I HAVE SOME FRUIT.

And he takes the picture with him to his seat. But if the picture happens to be of something else, e.g., butter, he says:

I DON'T HAVE ANY FRUIT.
I DON'T LIKE BUTTER.

Demonstrate the activity initially. Continue until all the children have participated.

<u>Likely Errors</u>

a. I like fruit. → *I like some fruit.

b. I want some fruit. → *I want any fruit.
I have some fruit. → *I have any fruit.

c. I don't have any fruit. → *I don't have some fruit.

d. It is not incorrect to say: "I don't like the butter." but it does not mean the same thing as "I don't like butter."

e. [ow] → *[o] in "don't" and "no." (Some have [o] (without a glide to [w]) in very informal pronunciations in weak-stressed syllables - "obey" is an example - [ə] may be substituted. This never happens when [ow] is stressed.)

Lesson 48

I. OBJECTIVES

A. Content

1. The learner will be able to use "any" before plural count nouns in negative statements, as in:

   I don't want any beets.

2. The learner will be able to use "like" immediately before plural count nouns without "any," "some," "a(n)," and "the," as in:

   I like carrots.
   I don't like beets.

3. New vocabulary: carrots, beets, peppers, and radishes.

4. The learner will be able to pronounce the plural endings [əz], [z], and [s], as in: radishes, peppers, carrots.

B. Test: See pages 6 and 7.

II. MATERIALS

A A picture of each of the following: milk, orange juice, bread, butter, soup, chicken, cheese, meat, apples, oranges, bananas, a carrot, a pepper, a radish, fruit trees, and a truck garden.

B. Enough pictures of each of the following for every pupil in your class: beets, carrots, peppers, and radishes.

Teaching Points

a. "Any" as part of the direct object of a negative statement.

b. "Any" may precede either mass nouns (see lesson 47) or plural count nouns; it replaces "some" in affirmative statements; compare "I want some beets" and I don't want any beets."

c. "Like" is followed by the noun of the direct object without the articles: "any," "some" (unstressed), "a(n)," and "the."

d. The voiced alveolar fricative [z].

e. The voiceless alveolar fricative [s].

III. PROCEDURES

A. Review

Place the pictures of milk, orange juice, cheese, butter, soup, meat, chicken, and bread on the chalk rail. Call on Joe and ask him:

DO YOU WANT SOME MILK?

Dialogue		Teacher action
Joe:	YES, I WANT SOME MILK.	Give him the milk.
	NO, I DON'T WANT ANY MILK. I WANT SOME ORANGE JUICE.	Give him the orange juice.

If Joe's answer was in the affirmative, ask him the same question about another item, at the same time shaking your head (to cue a negative answer):

DO YOU WANT SOME CHEESE?

Joe: NO, I DON'T WANT ANY CHEESE.
I WANT SOME CHICKEN. — Give him the chicken.

Repeat with other pupils.

A. Presentation

1. Use the two puppets.
Model: (2).

Boy Puppet: I HAVE SOME CARROTS.
DO YOU WANT SOME? — The boy puppet holds up the picture of carrots.

Girl Puppet: NO, I DON'T WANT ANY CARROTS. I DON'T LIKE CARROTS.	Shake your head (and the (puppet's). Make a grimace.
2. Repeat step 1 with "peppers" in place of "carrots."	
3. Use the two puppets to lead the dialog. Have boy-and-girl pairs of pupils facing each other. Give a picture of carrots and a picture of peppers to each of the boys. Echo: ○ (1).	Make the appropriate change if you don't have an equal number of boys and girls. For example, one alternative is to use two different animal puppets and have the children line up in two rows.
Boy Puppet: I HAVE SOME CARROTS. DO YOU WANT SOME?	The boy puppet speaking. He holds up the picture of carrots.
Boys: I HAVE SOME CARROTS. DO YOU WANT SOME?	The boys of every pair speaking. They hold up their pictures of carrots.
Girl Puppet: NO, I DON'T WANT ANY CARROTS.	The girl puppet speaking. Shake your head (and the girl puppet's).
Girls: NO, I DON'T WANT ANY CARROTS.	The girls of every pair speaking.
Girl Puppet: I DON'T LIKE CARROTS. I LIKE PEPPERS.	Make a grimace. Smack your lips.
Girls: I DON'T LIKE CARROTS. I LIKE PEPPERS.	They grimace. They smack their lips.
Girl Puppet: I WANT SOME PEPPERS.	The boy puppet hands over the picture of peppers.

Girls: I WANT SOME PEPPERS.

The boys hand over the pictures of peppers.

4. Repeat steps 1-3 with "beets" and "radishes."

5. Repeat step 3 with "beets" and "radishes," and reversing roles, i.e., the boys do the girls' lines and the girls do the boys' lines.

6. Repeat step 5 with "carrots" and "peppers."

7. Imitation. Call Joe and Jane to the front. Give Joe a picture of carrots and a picture of radishes. Have the pupils imitate the dialog above (see step 3) by having Joe say (whisper the cue in his ear if necessary):

   Joe: I HAVE SOME RADISHES.
   DO YOU WANT SOME?

   Then by having Jane say (whisper in her ear if she needs help):

   Jane: NO, I DON'T WANT ANY RADISHES. I DON'T LIKE RADISHES.
   I LIKE CARROTS.

   Call on other pairs of pupils to repeat the dialog. Let them decide to start off with "radishes" or with "carrots."

8. Repeat step 7 with "beets" and "peppers."

C. Pronunciation

1. Say each of the nonsense sounds ([əz, əz, əz], [zzzz] , [ssss]) first before saying the word that contains the sound
   Model: (3). Echo: ◯ (3), ⊙.

[əz, əz, əz] , RADISHES.	[əz, əz, əz] , RADISHES.	Show a picture of radishes
[zzzz] , PEPPERS.	[zzzz] , PEPPERS.	Show a picture of peppers.
[ssss] , CARROTS.	[ssss] , CARROTS.	Show a picture of carrots.

2. Substitution: ◯ , ⊙.

I SEE A RADISH.		Show the picture with only one radish in it.
	I SEE SOME RADISHES.	Show a picture with several radishes in it before the response. Model if necessary.
I SEE A PEPPER.		Show the picture with only one pepper in it.
	I SEE SOME PEPPERS.	Show a picture with several peppers in it before the response. Model if necessary.
I SEE A CARROT.		Show the picture with only one carrot in it.
	I SEE SOME CARROTS.	Show the picture with several carrots in it before the response. Model if necessary.

Test:

Place the pictures of the vegetables and the truck garden on your table in such a way that they can be seen by all the pupils. Place the pictures of the different kinds of fruit mentioned in "Materials" above and the picture of fruit trees on the chalk rail. Have Joe stand by your table and Jane by the chalk rail. Have Joe say (by whispering in his ear):

Joe: I HAVE SOME RADISHES.
DO YOU WANT SOME?

Jane: NO, I DON'T WANT ANY RADISHES.
I DON'T LIKE RADISHES.

YES, I WANT SOME RADISHES.
I LIKE RADISHES.

I HAVE SOME BANANAS.
DO YOU WANT SOME?

Joe: NO, I DON'T WANT ANY BANANAS.
I DON'T LIKE BANANAS.

YES, I WANT SOME BANANAS.
I LIKE BANANAS.

Call on two other pupils to go through a similar dialog. Let the pupils choose the particular vegetable or fruit they wish to talk about. Allow short answers and variations on the dialog, but if you are not getting the

Likely Errors

a. I have some radishes. → *I have any radishes.

b. I don't want any radishes. → *I don't want some radishes. (Where "some" is the unstressed article.)

c. I (don't) like radishes. → *I (don't) like some radishes. (Where "some" is the unstressed article.)

d. [z] → *[s] in "peppers," "radishes," bananas," "apples," "oranges," and "tomatoes."

children to use "any " take part in one of the dialogs and use "any" yourself so that they may imitate you. Continue until all have participated.

I. OBJECTIVES

A. Content

1. New vocabulary: some relish, some catsup, some mustard, some lettuce, some onions, a hot dog, and a hamburger.

2. The learner will be able to use the new vocabulary in sentence patterns he has already learned, such as the following:

I don't have any relish.
I don't like onions.
I don't like mustard.

3. The learner will be able to pronounce the [əz], [z], and [s] plural endings as found in "radishes", "hot dogs", and "beets".

B. Test: See page 7.

II. MATERIALS

A. A set of cutouts consisting of one of each of the following for each pupil and the teacher: hot dog (sandwich), relish, hamburger (sandwich), catsup, lettuce, mustard, and onions.

B. A picture of each of the following: carrots, peppers, candy, cheese, beets, radishes, fruit, and peanut butter.

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. "Any" before mass nouns and plural count nouns as direct objects of negative statements.

c. "Some" before mass nouns and plural count nouns as direct objects of affirmative statements.

d. The voiced and voiceless alveolar fricatives [z] and [s]. [z] is voiced. [s] is voiceless.

III. PROCEDURES

A. Review

1. Give a picture to each pupil. If the pupils need help, model the initial responses for them.

JOE, I WANT SOME CHEESE.

Joe: I DON'T HAVE ANY CHEESE.

WHAT DO YOU HAVE?

I HAVE SOME PEANUT BUTTER.

I DON'T LIKE PEANUT BUTTER.
TOM, I WANT SOME CHEESE.

Tom: I DON'T HAVE ANY CHEESE.
I HAVE SOME PEPPERS.

WHAT DO YOU HAVE?

I LIKE PEPPERS.

Tom: MARY, I WANT SOME CANDY.

Take his picture and have him carry on the dialog with the next pupil.

Mary: I DON'T HAVE ANY CANDY.

WHAT DO YOU HAVE?

Jane: I HAVE SOME FRUIT.

I LIKE FRUIT.

The next speaker takes her picture of fruit.

ETC.

B. Presentation

1. Place the cutouts of the hamburger and hot dog sandwiches on the chalk rail. Model "That's a hamburger." three times before you model "That's a hot dog." In the echo activity have the children echo each sentence two or three times before asking them to echo both again.
Model: (3). Echo: ◯ (3), ⊙.

Point to the cutouts in the chalk rail as you mention each item in steps 1 and 2.

THAT'S A HAMBURGER.

THAT'S A HAMBURGER.

THAT'S A HOT DOG.

THAT'S A HOT DOG.

2. Distribute a set of cutouts to each pupil. Model and echo the first sentence three times before proceeding to the second; model and echo the second sentence before proceeding to the third sentence;etc.
Model: (3). Echo: ◯ (3).

Hold up the cutout of the hot dog or the hamburger each time you mention it. Pick up the other cutout you mention, hold it up for the class to see and then put it on the hamburger or hot dog. Pretend to eat the sandwich and show that you like it. Have the pupils imitate you.!

I LIKE ONIONS ON MY [HAMBURGER. / HOT DOG.]

I LIKE ONIONS ON MY [HAMBURGER. / HOT DOG.]

I LIKE LETTUCE ON MY [HAMBURGER. / HOT DOG.]

I LIKE LETTUCE ON MY [HAMBURGER. / HOT DOG.]

Note the stress patterns:
hǽmbə̀rgər
hát dòg

I LIKE RELISH ON MY HAMBURGER. / HOT DOG.

I LIKE RELISH ON MY HAMBURGER. / HOT DOGS.

I LIKE CATSUP ON MY HAMBURGER. / HOT DOG.

I LIKE CATSUP ON MY HAMBURGER. / HOT DOG.

Note that "catsup" is pronounced as either: [ketʃəp] or [kætʃəp]. Use the one that seems most natural to you. Don't insist on the spelling pronunciation [kætsəp].

I LIKE MUSTARD ON MY HAMBURGER. / HOT DOG.

I LIKE MUSTARD ON MY HAMBURGER. / HOT DOG.

4. Free Dialog. Distribute the cutouts of the "relish", "catsup", "mustard", "lettuce", and "onions" to different pupils. Place the cutouts of the "hamburger" and the "hot dog" on the chalk rail. Pick up the picture of the hamburger after you say:

If the pupils need help, model the proper response for them until they understand what to say. Allow variety in the conversation.

I WANT A HAMBURGER.

Then continue with the dialog which will resemble the one which follows:

I LIKE HAMBURGERS. JOE,
DO YOU HAVE SOME RELISH?

Joe: NO. I DON'T HAVE ANY RELISH.

WHAT DO YOU HAVE?

I HAVE SOME LETTUCE.

I WANT SOME LETTUCE.
I LIKE LETTUCE.
MARY, DO YOU HAVE SOME RELISH?

Take the cutout of the lettuce and put it on top of the hamburger.

Mary: NO. I DON'T HAVE ANY RELISH.

WHAT DO YOU HAVE?

I HAVE SOME ONIONS.

I DON'T LIKE ONIONS. TOM, DO YOU HAVE SOME RELISH?

YES, I HAVE SOME RELISH.

Pick up this cutout and put it on top of the others. Pretend to eat the hamburger.

I WANT SOME RELISH.
I LIKE RELISH.

Give each pupil a chance to pick up either the hamburger or the hot dog and ask others if they have the things they want on it, generally following the pattern you have set.

C. Pronunciation

1. Model: (3). Echo: ◯ (3).

The first model of each word should exaggerate the ending: [ez], [z], or [s] but then immediately give its normal pronunciation.

Model	Echo
RADISHES	RADISHES
HOT DOGS	HOT DOGS
BEETS	BEETS

2. Free Dialog. Divide the class into three groups. Have each group say and represent one of the three plural ending sounds: [əz], [z], and [s]. Place the pictures of the beets, hot dogs, and radishes on the chalk rail. Make one of the sounds (e.g., [əz]) and have the group point to the picture and say:

I SEE SOME RADISHES.

Have the groups change places so that each pupil gets to make each sound.

[əz]

I SEE SOME RADISHES.

[z]

I SEE SOME HOT DOGS.

[s]

I SEE SOME BEETS.

Test:

Place all of the cutouts upside down on the table and mix them up. Have Joe pick one and look at it, so that no one else can see what it is. See if you can guess what he has in three tries. If you fail, give someone else a turn. If you succeed, ask him if he likes the item. Give everyone a chance to take both roles in the dialog. Sample dialog:

DO YOU HAVE SOME RELISH?

NO, I DON'T HAVE ANY RELISH.

DO YOU HAVE SOME HAMBURGERS?

NO, I DON'T HAVE ANY HAMBURGERS.

DO YOU HAVE SOME LETTUCE?

YES, I HAVE SOME LETTUCE.

DO YOU LIKE LETTUCE?

NO, I DON'T LIKE LETTUCE.
YES, I LIKE LETTUCE.

Likely Errors

a. I don't have any relish. ⟶ *I don't have some relish.

b. I have some lettuce. ⟶ *I have any lettuce.

c. I don't like lettuce. ⟶ *I don't like any lettuce.

d. [z] ⟶ *[s] in "onions", "hamburgers", "hot dogs", "peppers", and "cheese".

Lesson 50

I. OBJECTIVES

A. Content

1. The learner will be able to relate sentences containing as direct objects the words "some" and "any," and words like "milk" and "apples," in appropriate situations, e.g.,

(i) Do you want some milk?

Yes, I do. Thank you.
No, I don't want any milk.
No, I don't like milk.

(ii) Do you have some apples?

Yes, I do. Do you want some?
No, I don't have any apples.

(iii) What do you want?

I want some milk. / apples.

Do you have any milk? / apples?

B. Test: See pages 3 and 4.

II. MATERIALS

A. Hand puppets of a boy and a girl

B. Actual items, plastic imitations or cutouts of the following: apples, oranges, bananas, cookies, crackers, carrots, rice, corn, and candy. Cutouts of a glass of milk, a piece of butter, and a glass of jelly.

Teaching Points

a. The distinction between count nouns and mass nouns.

b. The use of the plural endings, [əz], [z], and [s] for count nouns but not for mass nouns.

c. The use of "some" with the noun of the direct object in affirmative statements and of "any" with the noun of the direct object in negative statements.

d. The use of either "some" or "any" in questions.

e. The use of neither "some" nor "any" after "like."

III. PROCEDURES

Presentation

1. Imitation. Model the dialog below twice. Then have two pupils come up, hand them the puppets, and have them pretend their puppets are talking while they imitate the dialog. Call on several other pairs of pupils to do the same. Allow variations in their imitations.

   Puppet Joe: MARY, WHAT DO YOU WANT?

   Puppet Mary: I WANT SOME JELLY.

   Puppet Joe: OKAY. HERE. (or HERE'S SOME.)

   Puppet Mary: THANK YOU.

2. Imitation. Follow the directions in step 1 with other pairs of pupils (some coming up for a second time) and the following dialog:

   (i) Puppet Mary: DO YOU WANT SOME CORN?

   Puppet Joe: NO. I DON'T LIKE CORN.
   I WANT SOME CANDY.

   Puppet Mary: I DON'T HAVE ANY CANDY.

   (ii) Puppet Joe: JANE, WHAT DO YOU WANT?

   Puppet Jane: I WANT SOME BUTTER.

   Puppet Joe: I DON'T HAVE ANY.
   DO YOU WANT SOME APPLES?

   Puppet Jane: NO, I DON'T WANT ANY.
   I DON'T LIKE APPLES.

The names of the puppets can change when different pupils manipulate them.

Puppet Joe gives the jelly to Puppet Mary when he says "here" or "here's some." With plural count nouns "here's some" may change to "here are some," pronounced [hír ər səm].

(iii) Puppet Joe: DO YOU WANT SOME MILK?

Puppet Mary: YES, I DO. I WANT SOME RICE, TOO.

Puppet Joe gives the milk and the rice to Puppet Mary.

(iv) Puppet Joe: MARY, WHAT DO YOU WANT?

Puppet Mary: I WANT SOME CANDY.

Puppet Joe: I DON'T HAVE ANY CANDY. DO YOU WANT SOME CRACKERS?

Puppet Mary: NO. I DON'T LIKE CRACKERS.

6. Free Dialog. Divide the class into two groups. Choose one student from each group to go around his groupwith one mass-noun item (corn, milk, butter, jelly, candy, etc.) and two or more items of the same count noun (two or more crackers, two or more carrots, two or more cookies, etc.) and use any one, or combination, of the five previous dialogs. Give all the students (if time permits) the chance to travel around and ask the first question of a dialog.

Test:

Set up a grocery store. Let each pupil in turn be the "clerk," after you have demonstrated the role yourself. Let two or three pupils come in the store and pretend to buy something before you change "clerks." You should expect something like the following dialog:

Clerk: GOOD MORNING. WHAT DO YOU WANT?

Shopper: I WANT SOME ORANGES.

Clerk: I DON'T HAVE ANY ORANGES. DO YOU WANT SOME APPLES?

Likely Errors

a. I want some milk. ⟶ *I want some milks.

b. Do you want some apples? ⟶ *Do you want some apple? (It might be possible to say "Do you want some apple?" but the reference then is to a mass concept, perhaps apples cut into small pieces and stewed, with "some apple" meaning a serving or portion.

Shopper: NO. I DON'T LIKE APPLES.

Clerk: DO YOU WANT SOME COOKIES?

Shopper: YES, I DO.
(The clerk hands over the cookies.)
THANK YOU.

Clerk: GOOD BYE.

Shopper: GOOD BYE.

One would not refer to apples in a grocery store in this way.

c. I don't want any oranges. → *I don't want some oranges.

d. I want some milk. → *I want any milk.

e. I don't like milk. (or: I don't want any milk.) → *I don't like any milk.

Lesson 51

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Is this a brown crayon?

It it brown?

2. The learner will be able to respond to such questions respectively with:

Yes, it is. No, it isn't. It's a blue crayon.

Yes, it is. No, it isn't. It's blue.

3. New vocabulary: red, yellow, blue, orange, green, purple, brown, black, white, pink

4. The learner will be able to pronounce [aw] in words like "brown," as in:

Is it brown?

B. Test: See page 6.

II. MATERIALS

A. A box of crayons for each pupil and yourself

B. A picture of a dog barking

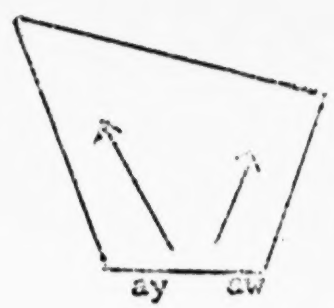
Teaching Points

a. Yes-no questions with "it" as subject and "is" as the main verb.

b. Adjectives before nouns.

c. Adjectives without nouns after "is."

d. The diphthong [aw], which becomes rounded. This vowel starts with the highest part of the tongue in the low-central position, moving to a point high in the back of the mouth.



C. A puppet

D. A shoe box for each pupil

III. PROCEDURES

A. Review

Chain Dialog. Give a shoe box and a box of crayons to each pupil. Have each pupil put his box of crayons on, in, or by their boxes. Have Tom approach Mary and ask:

As you give each pupil his box of crayons, say "This is a box of crayons." Allow some variation in the pronounciation of the word "crayons": [kréyanz, kréyonz, kreynz].

Tom: MARY, WHERE'S JOE'S BOX OF CRAYONS?

Mary goes to Joe and looks for his box of crayons. When she finds it, she says:

Mary: IT'S [ON / IN / BY] HIS BOX.

Be sure "his" and "her" are used correctly.

It is now Mary's turn to pose the question to another pupil:

Mary: JACK, WHERE'S JANE'S BOX OF CRAYONS?

Jack: IT'S [ON / IN / BY] HER BOX.

Continue till all have participated.

B. Presentation

1. Model the full form "It is yellow." For echo provide the contracted form: "It's yellow." Model: (1). Echo: ◯ (2).

Model	Echo	Notes
THIS IS A CRAYON. IT'S YELLOW.		Hold up a yellow crayon.
	THIS IS A CRAYON. IT'S YELLOW.	Everyone holds up a yellow crayon.
THIS IS A CRAYON. IT'S RED.		Hold up a red crayon.
	THIS IS A CRAYON. IT'S RED.	Everyone holds up a red crayon.

Continue in the same way with "orange," "green," "pink", and "purple."

2. Chain Dialog. Have the pupils spread their crayons on their desks. Have them pick one up and hide it in their hands.

DO YOU HAVE A CRAYON?			
	1st L:	YES, I DO.	
IS IT BLUE?	1st L:	YES, IT IS. NO, IT ISN'T. IT'S ___.	1st L opens his hand to show his crayon.
	1st L:	DO YOU HAVE A CRAYON?	
	2nd L:	YES, I DO.	
	1st L:	IS IT PURPLE?	
	2nd L:	YES, IT IS. NO, IT ISN'T. IT'S ___.	2nd L opens his hand to show his crayon.

2nd L: DO YOU HAVE A CRAYON?

3rd L: YES, I DO.

ETC.

3. The following dialog can be presented either by two pupils who have rehearsed it beforehand or by yourself with a puppet. Place two crayons, a blue one and a red one on your desk. Pick up the blue one (enclosing it with your hands if you want to start a guessing game.)
Model: (2).

THIS IS A CRAYON.
IS IT A BLUE CRAYON?

Puppet: YES, IT IS.

Put down the blue crayon and pick up the red one.

IS <u>THIS</u> A BLUE CRAYON?

Puppet: NO, IT ISN'T. IT'S A <u>RED</u> CRAYON.

Put down the red crayon and pick up the blue one.

IS <u>THIS</u> A RED CRAYON?

Puppet: NO, IT ISN'T. IT'S A <u>BLUE</u> CRAYON.

4. Have the class repeat each sentence of the dialog above after you.
Echo: ◌ (3).

Make sure in the pronunciations that contrasting items are emphasized.

5. Free Dialog. Have several pupils take the puppet's role.

6. Imitation. Have a pair of pupils come up. One of them takes your role, the other the puppet's.

7. Repeat steps 3-5 with "black" and "white."

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

   BOW-WOW.

   BOW-WOW.

2. Model: (3). Echo ◯ (3), ⊙.

   THE BROWN DOG SAYS, "BOW-WOW."

   Show the pupils the picture of the dog barking. Ask them what a barking dog sounds like ("How does a dog bark...) in Spanish, Japanese, etc. (their first language). Explain that American or "English-speaking" dogs say "bow-wow."

3. Ask each pupil:

   WHAT DOES THE BROWN DOG SAY?

   BOW-WOW.

   Show them the same picture.

Test:

Have the pupils line up with their backs to the pupil behind them. Have them hold their hands behind them. Place a crayon in each pupil's hand. Have the pupil at the front of the line ask a question such as:

1st L: IS THIS A BLUE CRAYON?

as he shakes his hand behind him. The pupil behind him answers:

2nd L: YES, IT IS.
NO, IT ISN'T. IT'S A BROWN CRAYON.

The second pupil now puts the same sort of question to the pupil behind him:

2nd L: IS THIS A GREEN CRAYON?

3rd L: YES, IT IS.
NO, IT ISN'T. IT'S A RED CRAYON.

Continue to the end of the line.

Likely Errors

a. Is this a blue crayon? ⟶ *Is a blue crayon?

b. Is this a blue crayon? ⟶ *Is this a crayon blue?

c. It's a brown crayon? ⟶ *Is a brown crayon.

d. Is it blue? ⟶ *Is blue?

e. It's blue. ⟶ *Is blue or *It's a blue.

f. [aw] ⟶ *[ow] in "brown."

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Is Joe a tall boy?

   Is Jane a short girl?

2. The learner will be able to respond to such questions with, respectively:

Yes, he is. No, he isn't.

Yes, she is. No, she isn't.

3. The learner will be able to add to affirmative responses, sentences like:

   And Tom's a strong boy, too.
   And Mary's a tall girl, too.

4. New vocabulary: tall, short, and strong.

5. The learner will be able to pronounce [ʃ] in words like "she" and [z] in words like "is" as in:

   Is she tall?

B. Test: See page 6.

Teaching Points

a. Yes-no questions with proper names as subject and "is" as the main verb.

b. Adjectives before nouns.

c. "Too" at the end of statements with "is" as the main verb.

d. "And" to introduce statements with "too".

e. The voiceless palatal fricative [ʃ] as in "she". The sides of the tongue touch the top of the mouth and the center of the tongue is held quite close to the hard palate.

f. The voiced alveolar fricative [z] as in "is". The very front end of the tongue is close to the tooth (or "alveolar") ridge above the upper front teeth.

Note however that when the words "is" and "she" come together there is a normal assimilation which comes out [izʃiy].

II. MATERIALS

A. Two boxes of crayons.

B. A picture of two tall boys and a picture of two short boys.

C. A picture of two tall girls and a picture of two short girls.

III. PROCEDURES

A. Review

1. Divide the class into two equal groups. Choose a captain for each side. Line the children up in two rows with each a captain at the head of his team with some crayons. Each captain will hold up a crayon and ask a member of his team:

Captain: IS THIS A BLUE CRAYON?

1st L: YES, IT IS.
NO, IT ISN'T. IT'S A RED CRAYON.

Encourage the captains to vary the questions that will demand varied answers, i.e., if the captain holds up a blue crayon, he could ask:

IS THIS A RED CRAYON?

Each team member gets a chance to answer one question from his captain.

B. Presentation

1. Have two boys and two girls come up to the front of the room. Have the boys and the girls form two separate lines. Stand behind Joe and indicate you are talking about him by putting your hand on his shoulder or some equally meaningful gesture and say:
   Model: (1).

   THIS IS JOE. HE'S STRONG.

   Make a gesture like flexing an arm to indicate strength.

   Now move behind Tom and indicate you are talking about him and say:

   THIS IS TOM. HE'S STRONG, TOO.

   Make a gesture to indicate strength.

   Move away from the boys and point to Joe while you say:

   THAT'S JOE. HE'S STRONG.

   Then point to Tom and say.

   THAT'S TOM. HE'S STRONG, TOO.

2. Have the pupils echo all of the following sentences before repeating the activity.
   Echo: (3), .

   Call on only half the class to respond individually.

   THAT'S JOE. HE'S STRONG.

   Point to Joe in your class.

   THAT'S JOE. HE'S STRONG.

   Pupils point to Joe.

AND THAT'S TOM.
HE'S STRONG, TOO.

AND THAT'S TOM.
HE'S STRONG, TOO.

Point to Tom in your class.

3. Repeat step 2 with the following sentences:

Call on the other half of the class to respond individually.

THAT'S JIM. HE'S BIG.

Point to the biggest boy (Jim) in your class.

THAT'S JIM. HE'S BIG.

Pupils point to Jim.

AND THAT'S JACK.
HE'S BIG, TOO.

Point to another big boy (Jack) in your class. Pupils point to Jack.

AND THAT'S JACK.
HE'S BIG, TOO.

4. Stand behind Jane. Indicate you are talking about her and say:
Model: (1).

Both Jane and Mary are the tallest girls in your class.

IS JANE A TALL GIRL?

YES, SHE IS.

IS MARY A TALL GIRL?

YES, SHE IS.

5. Now move away from the girls and point to them when you say:
Model: (1).

IS JANE A TALL GIRL?

YES, SHE IS. AND MARY'S A TALL GIRL, TOO.

6. Echo the entire dialog each time.
   Model: (3). Echo: ◯ (2), ⊙.

   IS JANE A TALL GIRL?

   IS JANE A TALL GIRL?

   YES, SHE IS. AND MARY'S A TALL GIRL, TOO.

   YES, SHE IS. AND MARY'S A TALL GIRL, TOO.

7. Repeat step 6, but substitute Alice and Rose, who are the shortest girls in your class, for Jane and Mary, and "short" for "tall".

8. Get two boys (the tallest in your class) in front of the class. Have half of the class ask the questions (probably echoing after you) and the other half answer:

   ◯: IS JACK A TALL BOY? — Pointing to Jack.

   ⊙: YES, HE IS. AND PETER IS TALL, TOO. — Pointing to Peter.

   Repeat once and then reverse roles.

C. Pronunciation

1. Tell the children to pretend they are telling a baby to be quiet.
   Model: (2). Echo: ◯ (3), ⊙ .

   Holding a forefinger to your lips as in shushing may be a meaningful association.

   [ʃʃʃʃ]

   [ʃʃʃʃ]

2. Model: (2). Echo:○ (3), ⊙.

SHINE

SHINE.

SHOE.

SHOE.

3. Recite the lyrics below; then teach the pupils the song. Act out the lines.

THIS IS THE WAY WE SHINE OUR SHOES,
SHINE OUR SHOES, SHINE OUR SHOES,
THIS IS THE WAY WE SHINE OUR SHOES,
SO EARLY IN THE MORNING.

[ʃayn] for "shine" and
[ʃuwz] for "shoes."

4. Recite the lyrics and have the pupils repeat each line after you.

Test:

Place the pictures on the chalk rail. Name the girls ("This is Jane," "This is Mary," etc.) and the boys ("This is Tom," "This is Joe," etc.). Make certain that the pupils know the names, asking before the test begins questions like, "Is this Joe?" "Is this Jane?" etc. Call on two pupils to pick one of the pictures (e.g. of the tall boys) and go through the following dialog (which you may have to model at first with a pupil):

(Pointing to Joe)	1st L:	IS JOE A TALL BOY?
(Pointing to Tom)	2nd L:	YES, HE IS. AND TOM'S A TALL BOY, TOO.

Repeat with other pairs of pupils till everyone has had a turn.

Likely Errors

a. Is Joe a strong boy? → *Is a strong boy Joe? and *Is Joe a boy strong?

b. She → *he as a replacement of a feminine proper name.

c. He → *she as a replacement of a masculine proper name.

d. [ʃ] → *[s] or [sy] in "she," "shine," and "shoes."

e. [z] → *[s] in "is" and "shoes".

I. OBJECTIVES

A. Content

1. The learner will be able to say sentences like:

It's not an old car.
He's not a brown rabbit.
She's not a white rabbit.

2. New vocabulary: new, old, car, truck

3. The learner will be able to pronounce [z] in a phrase like "he's" or "she's" and [ʃ] in a word like "she," as in:

She's not a little girl.

B. Test: See pages 7 and 8.

II. MATERIALS

A. Five masks: Three of rabbits (a black, a brown, and a white one); one of a cat; one of a dog

B. Models of several old-looking trucks and cars

C. Models of several shining new trucks and cars

III. PROCEDURES

A. Review

Dialog substitution. Model the initial question and answer, pointing before you answer. Then ask the question again, or a similar but appropriate question, and, by pointing, cue the answer. The entire class is to respond.

Lesson 53

Teaching Points

a. Negative statements with "he," "she," or "it" as the subject and "is" as the verb.

b. The full form of the negative "not" after a contraction of "is" (rather than "isn't").

c. Adjective-noun constructions.

d. The voiced alveolar fricative [z].

e. The voiceless palatal fricative [ʃ].

WHO'S A TALL BOY?
Point to Joe.
JOE'S A TALL BOY.

WHO'S A TALL BOY?
Point to Tom.
TOM'S A TALL BOY.

WHO'S A SHORT GIRL?
Point to Mary.
MARY'S A SHORT GIRL.

Pointing to boys and girls randomly, continue till everyone has been singled out. (Be sure to have the children emphasize the proper name in their response, e.g. "Mary's a short girl.")

B. Presentation

1. Draw two stick figures of boys on the board, one tall, the other short. Name the tall one Dan, the short one Tim. With a long stick point to Dan and say:
   Model: (3).

   THAT'S DAN.
   HE'S NOT A SHORT BOY..
   HE'S A TALL BOY.

2. Use the same two stick figures. Point to Tim and say:
   Model: (3).

   THAT'S TIM.
   HE'S NOT A TALL BOY.
   HE'S A SHORT BOY.

3. Do this with the three sentences of step 1. Call on only half the class individually.
   Echo: ◯ (3), ⨀.

Depending on the ability of the class to repeat long stretches of words, have them echo either one sentence at a time or all three sentences.

4. Do this with the three sentences of step 2. Call on the other half of the class individually.
   Echo: ◯ (3), ⊙.

5. Use the puppet to ask the question.
   Model: (2).

   Puppet: IS THAT DAN?

   Pointing to Dan.

   YOU: YES, THAT'S DAN.
   HE'S A TALL BOY.
   HE'S NOT SHORT.

6. Free Dialog. Call on several children individually.

   JOE, IS THAT DAN?

   Point to Dan. Model the first response if necessary.

   Joe: YES. THAT'S DAN.
   HE'S A TALL BOY.
   HE'S NOT SHORT.

7. Draw two stick figures of girls on the board, one tall, the other short. Name the tall one Sally, and the short one Sheila. With a long stick point to Sheila and say:
   Model: (2). Echo: ◯ (3), ⊙ .

   THAT'S SHEILA.

   [illegible] for "Sheila."

   SHE'S NOT A TALL GIRL.

   SHE'S A SHORT GIRL.

   THAT'S SHEILA.

   SHE'S NOT A TALL GIRL.

   SHE'S A SHORT GIRL.

   The pupils echo all three sentences together.

8. Use the puppet to ask the questions. Model: (2).	
Puppet: IS THAT SALLY?	Pointing to Sally.
Teacher: YES. THAT'S SALLY.	
SHE'S A TALL GIRL.	
SHE'S NOT SHORT.	
Puppet: WHO <u>IS</u> SHORT?	Emphasizing "is."
Teacher: SHEILA IS.	Point to Sheila.
9. Imitation. Call on several children individually to imitate (with you) the dialog in step 8.	
JANE, IS THAT SALLY? — Jane: YES. THAT'S SALLY.	
SHE'S A TALL GIRL.	
SHE'S NOT SHORT.	
WHO <u>IS</u> SHORT? — SHEILA IS.	
10. Place an old car and a new car on your table. Have the children gather around. Use the puppet to ask the question. Model: (2).	
Puppet: IS THAT A NEW CAR?	Pointing to the new car.
You: YES. THAT'S A NEW CAR.	
IT'S NOT AN OLD CAR.	
<u>THAT'S</u> AN OLD CAR.	Point to the old car and emphasize "that's."

11. Imitation. Call on several children individually to imitate (with you) the dialog in step 8.	Model the initial response if necessary.
TOM, IS THAT A NEW CAR?	Point to the new car.
Tom: YES, THAT'S A NEW CAR.	He points to the new car.
IT'S NOT AN OLD CAR.	
<u>THAT'S</u> AN OLD CAR.	He points to the old car and emphasizes "that's."
12. Place an old truck and a new truck on your table. The children are still gathered around. Use the puppet to ask the question. Model: (2).	Don't remove the car from the table.
Puppet: IS THAT AN OLD TRUCK?	Pointing to the old truck.
You: YES. THAT'S AN OLD TRUCK.	Point to the old truck.
IT'S NOT A NEW TRUCK.	
<u>THAT'S</u> A NEW TRUCK.	Point to the new truck and emphasize "that's."
13. Imitation. Call on several children individually to imitate (with you) the dialog in step 12.	Model the initial response if necessary.
MARY, IS THAT AN OLD TRUCK?	Point to the old truck.
Mary: YES. THAT'S AN OLD TRUCK.	She points to the old truck.
IT'S NOT A NEW TRUCK.	
<u>THAT'S</u> A NEW TRUCK.	She points to the new truck and emphasizes "that's."

C. Pronunciation

1. Place the two masks on two girls. Point to the one with the mask of a cat and say.
   Model: (3).

   IS SHE A CAT?

   [ʃiy] for "she." Note that the sequence "is she" will be pronounced [iʒʃiy].

   YES, SHE IS!

   [iz] for "is." If "yes" and "she" are pronounced without a pause between them. The result will be [yeʃʃiy].

   Then point to the other girl and say:

   IS SHE A DOG?

   YES, SHE IS!

2. Echo: ◯ (5), ⨀.

   Call on the other half of the class individually.

   IS SHE A CAT?

   NO. SHE'S NOT.

   SHE'S A DOG.

   IS SHE A DOG?

   NO. SHE'S NOT.

   SHE'S A CAT.

   Point to the girl with the mask of a cat.
   [ʃiyz] for "she's."

   IS SHE A CAT?

   NO. SHE'S NOT.

   SHE'S A DOG.

   IS SHE A DOG?

   NO. SHE'S NOT.

   SHE'S A CAT.

   Point to the other girl. Emphasizing "she."

Test:

1. Have three children (any combination of boys and girls) come to the front. Place the white, brown, and black rabbit masks on them. Point to the child with a white mask on and say:

   IS [HE / SHE] A BROWN RABBIT?

   (Model the initial response if necessary)

   Joe: NO. [HE'S / SHE'S] NOT A BROWN RABBIT.

   NO. [HE'S / SHE'S] NOT A BLACK RABBIT.

   [HE'S / SHE'S] A WHITE RABBIT.

   [HE'S / SHE'S] A BROWN RABBIT.

   IS [HE / SHE] A BLACK RABBIT?

   Call on a pair of pupils to take your role and Joe's. Continue with other pairs of pupils. Halfway through have three other children wear the masks. If the children ask questions which elicit only affirmative responses, take part in the dialog again, and ask a question which will elicit a negative response.

Likely Errors

a. He's not a brown rabbit. ⟶ *He not a brown rabbit.

b. She's not a black rabbit. ⟶ *She not is a black rabbit.

c. He's not a white rabbit. ⟶ *He's not a rabbit white.

d. [z] ⟶ * [s] in "he's," "she's."

e. [ʃ] ⟶ * [s] , [sy] , or [tʃ] in "she."

f. [s] ⟶ * [z] in "it's."

2. Place the different old and new trucks and cars on your desk. Point to one, e.g., one which is old, and say:

IS THAT A NEW TRUCK?

Jane: NO. IT'S NOT A NEW TRUCK. IT'S AN OLD TRUCK. IS THAT AN OLD CAR?

NO. IT'S NOT AN OLD CAR. IT'S A NEW CAR.

Call on a pair of pupils to take your role and Jane's Continue with other pairs of pupils. Elicit a negative response of necessary.

I. OBJECTIVES

A. Content

1. New vocabulary: a chicken, a duck, a turkey, big, little

2. The learner will be able to use the new vocabulary in previously learned phase and sentence patterns, e.g.,

   Is that a big turkey?

   No. It's not a big turkey. It's a little turkey.

3. The learner will be able to produce the non-contrastive adjective-noun stress pattern as well as the contrastive adjective-noun stress pattern (see Teaching Points) e.g.,

Is that a big turkey?	Is that a big turkey.
No. It's not a big turkey?	No. It's not a big turkey.
It's a little turkey.	It's a little turkey.

B. Test: See page 5.

II. MATERIALS

A. A picture of each of the following: a big turkey,

Teaching Points

a. The process of incorporating new vocabulary into sentence patterns previously learned.

b. Adjective before the noun.

c. Non-contrastive stress pattern of adjective-noun phrases: strong stress followed by strong stress, e.g., "little turkey."

d. Contrastive stress pattern of adjective-noun phrases: strong stress followed by weak stress, e.g., "little turkey," "little one."

e. Emphasizing contrast is also shown by the level of the pitch of the voice. If there is a jump in pitch after a contrastive stress (one that implies the negative of a word which previously occurs in the context), the drop goes immediately to the lowest normal pitch and continues there through the remainder of the utterance.

a little turkey, a big duck, a little duck, a big chicken, and a little chicken.

B. Models of a big truck, a little truck, a big car, a little car, a big airplane, and a little airplane.

III. PROCEDURES

A. Review

Hold up models of a new car, an old car, a new truck, or an old truck which would elicit a negative response. Have the entire class respond (giving them the initial response if necessary):

IS THIS A NEW CAR?

NO. IT'S NOT A NEW CAR.

IT'S AN OLD ONE.

If the children do not emphasize "not" and "old," have them echo the response after you. Note that emphasis is largely a matter of stress and pitch in English. These are marked for your reference.

Hold up each of the four objects twice and have the entire class respond in the same manner.

B. Presentation

1. Place the pictures of the turkey, the duck, and the chicken on the chalk tray. Point to the pictures as you mention them. Use the non-contrastive adjective-noun stress pattern when you introduce a statement, the contrastive stress when you make an opposite or contradicting statement. Model: (2). Echo: (3).

THAT'S A BIG TURKEY.

THAT'S A BIG TURKEY.

That's a big turkey.

THAT'S A LITTLE TURKEY.	That's a <u>lit</u>tle tu--rkey.
THAT'S A LITTLE TURKEY	
2. Free Dialog. Call on several children individually. Provide the initial response if necessary.	
IS THIS A LITTLE TURKEY?	Hold up the picture of the big turkey. Have the child emphasize "not" and "big."
NO. IT'S <u>NOT</u> A LITTLE TURKEY.	
IT'S A <u>BIG</u> [ONE. / TURKEY.]	
IS <u>THIS</u> A BIG TURKEY?	Hold up the picture of the little turkey. Emphasize "this." Have the child emphasize "not" and "little."
NO. IT'S <u>NOT</u> A BIG TURKEY.	
IT'S A <u>LITTLE</u> [ONE. / TURKEY.]	
3. Repeat steps 1 and 2 with "duck."	
4. Repeat steps 1 and 2 with "chicken."	
5. Go around the room and point to different objects that can take an adjective familiar to the pupils, and say, using non-contrastive stress, sentences such as: Echo: ◯ (1).	
THAT'S A BIG DOOR.	Point to the classroom door.
THAT'S A BIG DOOR.	
THAT'S A LITTLE WINDOW.	Point to the window.
THAT'S A LITTLE WINDOW.	

THAT'S A RED DRESS.

THAT'S A RED DRESS.

Point to a child with a red dress.

6. Free Dialog. Go around the room again and point to the same objects you pointed at in step 5 and ask questions which will elicit a negative response, e.g.,

Provide the initial response if necessary.

IS THAT A BIG DOOR?

NO. IT'S NOT A BIG DOOR.

IT'S A LITTLE ONE. / DOOR.

Have the child emphasize "not" and "little."

7. Free Dialog. Repeat step 6, but this time have a pupil ask the questions. Call on several other pupils to ask the questions.

C. Pronunciation

1. Place two pictures about the same object far apart on the chalk tray, for example, one of the big truck, and the other of a small truck. Model: (1). Echo: (2).

THAT'S NOT A BIG TRUCK.

THAT'S NOT A BIG TRUCK.

IT'S A LITTLE TRUCK.

IT'S A LITTLE TRUCK.

Point to the picture of the small truck. Emphasize "big" and "little." The contrast is established by pointing to something big and asking if it's little, etc.

2. Repeat step 1 with several other pairs of pictures.

3. Free Dialog. Place two pictures on the chalk tray as you did for step 1. Have several children come up individually and imitate the two sentences in step 2 without your help (except perhaps initially).

Test:

Select a pair of pictures about the same item, e.g., the picture of a big turkey and the picture of a little turkey. Show the class the pictures, then put them on your desk face down and move them about rapidly so no one can remember which was which. Pick one of them up and have Joe guess which one it is in the following manner: (Provide the question the first time.)

Joe: IS IT A BIG TURKEY?

If he has guessed correctly, say the following (emphasizing "is"):

YES! IT <u>IS</u> A BIG TURKEY.

and have Joe take your rôle and Jane take Joe's place.

If Joe hasn't guessed correctly, say the following (emphasizing "not" and "little").

NO. IT'S <u>NOT</u> A BIG TURKEY.

IT'S A <u>LITTLE</u> ONE. / TURKEY.

Selecting another pair of pictures about the same item, call on two pupils, one to take Joe's place, the other yours.

Continue this game until everyone has had a turn at both roles.

Likely Errors

a. It's a little turkey. ⟶ *It's a turkey little.

b. It's a <u>big</u> car. ⟶ *It's a <u>big</u> <u>car</u>. (Where "big" is being contrasted with "little.")

c. It's a <u>big</u> <u>car</u>. ⟶ *It's a <u>big</u> car. (Where "big" is not being contrasted.)

Lesson 55

I. OBJECTIVES

A. Content

The learner will be able to say sentences like:

I don't have a big car. I have a little car.

Joe doesn't have a new truck. He has an old truck.

I have a red crayon. I want a blue one.

I don't want a brown crayon. I have a brown crayon.

B. No test

II. MATERIALS

A. Models of a big car and a little car
(Same as for lesson 54.)

B. Models of an old truck and a new truck
(Same as for lesson 53.)

C. Crayons of all different colors

D. A picture of two boys, a big one and a little one, and a similar picture of two girls

Teaching Points

a. Adjective-noun phrases in different types of sentences.

b. Affirmative and negative statements with verbs other than "is."

c. The stress pattern of adjective-noun phrases in contrast, in negative sentences, e.g., "I don't have a big car. I have a little car."

d. In the last example the adjectives are not in contrast. (They can't be -- the same adjective appears twice.) The contrast is switched to "have" in the second sentence.

III. PROCEDURES

Presentation

1. Free Dialog. Place the pictures of the girls and the boys on the chalk rail. Point to each picture as you mention it.

SHE'S A SHORT GIRL.	Point to the short girl in the picture.
HE'S A SHORT BOY.	Point to the short boy in the picture.
HE'S A TALL BOY.	Point to the tall boy in the picture.
JOE, IS HE A TALL BOY? — NO, HE ISN'T A TALL BOY. HE'S A SHORT BOY.	Point to the short boy. Model the full response if you have to.
JANE, IS SHE A SHORT GIRL? — YES, SHE'S A SHORT GIRL.	Point to the picture of the short girl.
ETC.	Continue on around the group asking each pupil a question.

2. Free Dialog. Pretending secrecy, give each pupil a crayon, hiding the transaction to conceal its color identification. Have each pupil conceal his crayon so the other pupils cannot see it. Ask:

Encourage responses which contain the adjective-noun construction.

TOM, DOES JOE HAVE A BROWN CRAYON?

Tom: NO, HE DOESN'T. HE HAS A RED CRAYON.

JOE, DO YOU HAVE A RED CRAYON?

Joe: NO, I DON'T. I HAVE A GREEN CRAYON.

At this point Joe should hold his crayon up so that everyone can see it. Have Joe take your place asking similar yes-no questions (first with "does," asking about some other pupil; then with "do," asking the pupil earlier referred to). Continue on around the group. Model the full response if you have to.

3. Free Dialog. Let the children keep their crayons.

JOE, DO YOU WANT A RED CRAYON?
(Shake your head to cue negative response.)

Joe: NO, I DON'T. I WANT A BLUE CRAYON.

Provide the first response, if necessary.

WHO HAS A RED CRAYON?

Jane: I HAVE A RED CRAYON.

Suggest full answers by saying, "You have what?" when the short answer "I do!" has been given by a pupil.

Call on a pupil to take your place, asking the two questions("Do you..." and "Who has..."). Continue till all have had a chance to ask questions.

4. Place the two cars in a box on the table, saying as you do, "This is the big car," "This is the little car." Pick up one of the cars so the pupils can't see which you have. Address the puppet and ask:

JOE, DO I HAVE THE BIG CAR?

Let him guess with:

Puppet: NO, YOU DON'T HAVE THE BIG CAR. YOU HAVE THE LITTLE CAR.

Hold up the car for everyone to see.
Then say:

NO, JOE, I DON'T HAVE THE LITTLE CAR.
I HAVE THE BIG CAR.

Show the car in your hand. Repeat, but this time pick up the little car, and the dialog goes like this:

JOE, DO I HAVE THE BIG CAR?

Puppet: NO, YOU DON'T HAVE THE BIG CAR. YOU HAVE THE LITTLE ONE.

THAT'S RIGHT. I HAVE THE LITTLE CAR. I DON'T HAVE THE BIG CAR.

Then, put them back in the box. Have Jane take your place and Peter the puppet's. Have them go through a dialog similar to the two you have just demonstrated. Allow variations on the model dialogs. Repeat with other pairs of pupils till all have participated.

5. Repeat step 4, substituting the old truck and the new truck for the big and little cars, and changing the model dialogs accordingly.

Lesson 56

I. OBJECTIVES

A. Content

1. The learner will be able to respond with sentences such as:

   No, thank you. I'm not thirsty.

   to such questions as:

   Do you want some water?

2. New vocabulary: thirsty, hungry, food

3. The learner will be able to pronounce [a] in words like "not," and [ə] in words like "hungry."

B. Test: See page 5.

II. MATERIALS

A. Two puppets

B. A glass of water, a glass of orange juice, and a glass of milk

C. A picture of some bread and a picture of some beans

III. PROCEDURES

A. Review

1. Free Dialog. Place a glass of water, a glass of orange juice, and a glass of milk on your table. Model the dialogs with the puppets. Have the pupils come up two at a time and hold either of the following conversations:

Teaching Points

a. Negative statements expressed with "I'm not _____."

b. The social response "No, thank you" to an offer in the form of a question.

c. The low central vowel [a].

d. The mid-central vowel [ə].

(i) 1st L: DO YOU WANT SOME [MILK? / ORANGE JUICE? / WATER?]

2nd L: [NO, THANK YOU. / YES, THANK YOU. / PLEASE.] — Accept any reasonable answer.

(ii) 1st L: WHAT DO YOU WANT?

2nd L: I WANT SOME [MILK, / ORANGE JUICE, / WATER,] PLEASE.

E. Presentation

1. Echo and Teacher's Response. Place a glass of water on the table.

   DO YOU WANT SOME WATER?

   DO YOU WANT SOME WATER?

   NO, THANK YOU.
   I'M NOT THIRSTY. — Shake your head.

   Repeat two more times.

2. Model: (3). Echo: (3).

   NO, THANK YOU.
   I'M NOT THIRSTY.

   NO, THANK YOU.
   I'M NOT THIRSTY.

3. Have the left side of the class point to the glass of water when they ask:
   Echo: (4).

DO YOU WANT SOME WATER?

(○) DO YOU WANT SOME WATER?

Have the other half of the class respond with:

NO, THANK YOU.
I'M NOT THIRSTY.

(○) NO, THANK YOU.
I'M NOT THIRSTY.

They shake their heads.

Repeat once, then reverse roles. Do not model the dialog the second time around if the children can do it on their own.

4. Stand the pictures of the bread and the beans on the table.
Model: (3). Echo: (○) (2).

DO YOU WANT SOME FOOD?

Point to the bread and the beans.

5. Echo and Teacher's Response. The pictures of the bread and the beans are standing on the table.

DO YOU WANT SOME FOOD?

(○): DO YOU WANT SOME FOOD?

NO, THANK YOU.
I'M NOT HUNGRY.

Shake your head.

Repeat two more times.

6. Echo: (○) (3).

Change "water" to "food" and repeat step 3.

NO, THANK YOU.
I'M NOT HUNGRY.

NO, THANK YOU.
I'M NOT HUNGRY.

7. Free Dialog. Divide the class into two lines, pairing the members of one line with members of the other line. Take a glass of orange juice, a glass of milk, a glass of water, some beans and some bread and use them to cue the left line to ask the right line:

: DO YOU WANT SOME BREAD?

Hold up the picture of the bread.

: NO, THANK YOU.
I'M NOT HUNGRY.

: DO YOU WANT SOME WATER?

Hold up a glass of water.

: NO, THANK YOU.
I'M NOT THIRSTY.

Go through all the objects you have selected, then have the two halves of the class reverse roles and repeat step 7.

C. Pronunciation

1. Model: (4). Echo: (3), (3), (3), .

I'M NOT HUNGRY.

I'M NOT HUNGRY.

The lesson's objective is the [ɑ] in "not" and the [ə] in "hungry;" but also listen for the final [m] in "I'm."

2. Have a pupil ask the following question of each member of the class:

1st L: DO YOU WANT SOME FOOD?

Each L: NO, THANK YOU. I'M NOT HUNGRY.

Listen for the [a] in "want" and the [ə] in "some."

Have different children in the class ask the rest of the class the question until you are satisfied with the production of the sounds [a] and [ə].

Test:

Put the objects used in step 7 on your desk and have the children come up in pairs. Have one of a pair ask the question:

DO YOU WANT SOME FOOD? / WATER? / BEANS? / ORANGE JUICE? / ETC.

while pointing at the appropriate object. The other member of the pair will answer:

NO, THANK YOU. I'M NOT HUNGRY. / THIRSTY.

Then reverse their roles.

Likely Errors

a. I'm not thirsty. — *I ain't thirsty. (Though the third edition of Webster's Dictionary now reports that "I ain't ____" is acceptable conversational English. The usage at your school should decide whether this form is to be accepted or not.)

b. [a] — *[ə] in "not" and "want."

c. [ə] — *[a] or *[o] in "hungry" and "some."

Lesson 57

I. OBJECTIVES

A. Content

1. The learner will be able to respond with sentences like:

   No. You're not a rabbit.

   to remarks like:

   I'm a rabbit
   Am I a rabbit?

2. New vocabulary: a goat, a pig, a horse, and a cow.

3. The learner will be able to pronounce [ɔ] in words like "ball" and "dog."

B. Test: See page 6

II. MATERIALS

A. A mask of each of the following: a horse, a cow, a goat, a pig, and a rabbit.

B. Hand puppets with heads of a horse, of a cow, of a goat, and of a pig. One of each.

C. A ball

D. Pictures of a horse, cow, goat, pig, and rabbit.

Teaching Points

a. Negative statements expressed with "you're not."

b. Such negative statements as (1) responses to questions, and (2) disagreement with affirmative statements.

c. The low back rounded vowel [ɔ].

III. PROCEDURES

A. Presentation

1. Put the pictures of the horse and the cow on the chalk tray. The children are to echo one sentence at a time, the first sentence through to the third, before they echo the first sentence again. Model in the same way.
   Model: (2). Echo: ◯ (4).

Teacher	Children	Notes
THAT'S A HORSE.		Point to the picture of the horse.
	THAT'S A HORSE.	Children point to the picture of the horse.
IT'S NOT A COW.		
	IT'S NOT A COW.	
<u>THAT'S</u> A COW.		Stress "that's." Point to the picture of the cow.
	<u>THAT'S</u> A COW.	Children stress " that's." They point to the picture of the cow.

2. Put the pictures of the goat and the pig on the chalk tray. Model the three sentences together before modeling again. The children are to echo the entire dialog.
   Model: (2). Echo: ◯ (4).

Teacher	Children	Notes
THAT'S A GOAT. IT'S NOT A PIG.		Point to the picture of the goat.
<u>THAT'S</u> A PIG.		Stress "that's." Point to the picture of the pig.
	THAT'S A GOAT. IT'S NOT A PIG.	Children point to the picture of the goat.

THAT'S A PIG.

Children stress "that's." Children point to the picture of the pig.

3. Free Dialog. Have a pupil come up to the front and pretend he is the teacher. Have him point to different pictures at random and ask different children:

1st L: WHAT'S THAT? — *Pointing to the picture of the cow, for example.*

2nd L: IT'S A COW.

1st L: WHAT'S THAT? — *Pointing to the picture of the goat.*

3rd L: IT'S A GOAT.

Have the 1st L continue until he goes through the the four pictures. Then choose four other pupils to play the role of the teacher.

You may have the 1st L choose the new "teacher."

4. Free Dialog. Have four pupils come up to the front. Distribute the masks of the goat, the horse, the cow, and the pig among them, and have the children put them on. Have another pupil come up and play the role of the teacher (after you have demonstrated the role), who addresses his question to the children in their seats:

Make sure both sexes are represented so the students have to use the pronouns "he" and "she."

Teacher: MARY, IS HE A HORSE? — *Pointing to the child with the mask of a goat.*

Mary: NO, HE'S NOT A HORSE. HE'S A GOAT.

Teacher: JOE, IS SHE A PIG? — *Pointing to the child with the mask of a cow.*

Joe: NO, SHE'S NOT A PIG. SHE'S A COW.

Teacher: TOM, IS HE A GOAT?

Pointing to the child with the mask of a horse.

Tom: NO, HE'S NOT A GOAT.
HE'S A HORSE.

ETC.

Change roles so all the children have a chance to be one of the animals. Give about four pupils a chance to play the role of the teacher, and give everyone a chance to answer the questions put to them by the teacher.

5. Use the goat and the pig puppets to model the dialog.
   Model: (3).
   Goat: AM I A PIG?
   Pig: NO, YOU'RE NOT A PIG.
   YOU'RE A GOAT.
   I'M A PIG.

Stress "pig."
Stress "goat."
Stress "I'm."

6. Imitation. Call on pairs of pupils to reproduce the dialog above. Give them the use of the goat and the pig puppets.

You might have them use the masks instead; they should have an opening for the mouth, though.

7. Use the puppets again.
   Model: (3).

   Pig: I'M A GOAT.

   Goat: YOU'RE NOT A GOAT.
   YOU'RE A PIG.
   I'M A GOAT.

Stress "you're."
Stress "pig."
Stress "I'm."

8. Imitation. Call on pairs of pupils to reproduce the dialog of step 7. Give them the use of the goat and pig puppets.

9. Imitation. Call on pairs of pupils and let them use the cow and horse puppets. Have them imitate the dialogs of step 5 and 7, substituting "cow" and "horse."

Model the dialog with the new puppets, if necessary.

B. Pronunciation

1. Model: (3). Echo: ○ (3), ⊙.

WE BOUNCE THE BALL.

2. Sing the song and have the pupils listen.

THIS IS THE WAY WE BOUNCE THE BALL
BOUNCE THE BALL
BOUNCE THE BALL
THIS IS THE WAY WE BOUNCE THE BALL
SO EARLY IN THE MORNING.

Sing this song to the tune of "Here We Go Round The Mulberry Bush." Every time you say the word "bounce" in the song, bounce the ball.

3. Have the whole class sing the song with you.

Have the pupils bounce their balls when they say the "bounce" in the song.

4. Echo. Have the class repeat each line of the song after you, first by the entire class, then individually.

Remember to listen for the [ɔ] in "ball."

5. Take one ball and pass it to the 1st L and have him bounce the ball as he says:

1st L: I BOUNCE THE BALL.

2nd L: I BOUNCE THE BALL.

The 1st L passes the ball to the 2nd L.

Go once around the class

Test:

Have five children come up to the front and face the class. Give each one a mask of one of the animals. Have each of the five children approach several pupils, one pupil at a time, and engage each in a conversation of his own choosing. Some possible dialogs are:

1st L: MARY, AM I A HORSE?

Mary: NO, YOU'RE NOT A HORSE. YOU'RE A RABBIT.

Pointing to a child with the mask of a goat

1st L: TOM, IS [SHE / HE] A COW.

Tom: NO [SHE'S / HE'S] NOT A COW. [SHE'S / HE'S] A GOAT.

1st L: JOE, I'M A RABBIT.

Joe: YOU'RE NOT A RABBIT. YOU'RE A PIG.

Continue this activity until all the pupils have had a chance either to respond or play the role of the animals.

Likely Errors

a. You're not a rabbit. (Or: "You aren't a rabbit.") → *You ain't a rabbit.

b. You're not a rabbit. (Or: "You aren't a rabbit.") → *You isn't a rabbit.

c. [ɔ] → *[o] or *[ow] in "ball."

Lesson 58

I. OBJECTIVES

A. Content

1. The learner will be able to make a remark like the following:

   You don't have a bowl.

2. The learner will be able to respond to the above remark with:

   You're right. I <u>don't</u> have a bowl. I have a <u>ball</u>.

   You're wrong. I <u>do</u> have a bowl.

3. The learner will be able to pronounce [ow] in words like "don't" and "bowl", as in:

   You don't have a bowl.

B. Test: See pages 6 and 7.

II. MATERIALS

A. A car, an eraser, a toy airplane, an apple, a doll, a whistle, a marble, a balloon, a bell, and a ball

B. Enough pencils, books, and bowls so each child can have one of each.

III. PROCEDURE

A. Review

1. Chain Dialog. Distribute the objects listed under II A so each pupil has one of something.

Teaching Points

a. Negative statements with verbs like "<u>have</u>."

b. The use of "<u>don't</u>" with "<u>you</u>."

c. The expressions: "You're right," and "You're wrong."

d. The mid-back rounded diphthong [ow]. Compare this with the low back rounded vowel [ɔ]. (See lessons 34 and 47.)

JOE, WHAT DO YOU HAVE?

Joe: I HAVE AN ERASER. JANE, WHAT DO YOU HAVE?

Jane: I HAVE A DOLL. TOM, WHAT DO YOU HAVE?

Tom: I HAVE AN AIRPLANE. MARY, WHAT DO YOU HAVE?

ETC.

2. Free Dialog. Collect all the objects and put them on your desk. Hold up an object and have the entire class respond to your question:

WHAT DO I HAVE?

◯: YOU HAVE A ______.

YES, I DO.

Go through all the objects on your desk.

B. Presentation

1. Free Dialog. Hold up a pencil and ask:

WHAT DO I HAVE?

◯: YOU HAVE A PENCIL.

YOU'RE RIGHT. I HAVE A PENCIL.

Repeat with each of the objects.

2. Distribute the pencils.
Model: (3) Echo: ◯ (3), ⊙ (3).

" ⊙ (3)" means to call three pupils individually.

YOU'RE RIGHT.

YOU'RE RIGHT.

I HAVE A PENCIL.

I HAVE A PENCIL.

Everyone holds up a pencil.

3. Free Dialog. Have a pupil come up and give him a pencil.

Say to the pupil:

YOU DON'T HAVE A BOOK.

Have the pupil say:

1st L: YOU'RE RIGHT. I DON'T HAVE A BOOK. I HAVE A PENCIL.

You may have to model the response for him the first time.

Repeat with all the other pupils.

4. Echo: ◯ (3).

YOU DON'T HAVE A BOOK.

5. Chain Dialog. Give a pencil to each pupil. Have each pupil hold up the pencil when his turn comes.

1st L: YOU DON'T HAVE A BOOK.

You may have to model the initial stages of the activity.

2nd L: YOU'RE RIGHT. I DON'T HAVE A BOOK. I HAVE A PENCIL.

2nd L: YOU DON'T HAVE A BOOK.

3rd L: YOU'RE RIGHT. I DON'T HAVE A BOOK. I HAVE A PENCIL.

ETC.

6. Echo and Teacher's Response. Have the whole class say:

YOU DON'T HAVE A BOOK.

YOU DON'T HAVE A BOOK.

Hold up a book and say:

YOU'RE WRONG. I DO HAVE A BOOK.

Emphasize "do."

Repeat two more times.

7. Give a book to each child. The children echo both sentences together.
Model: (3). Echo: ◯ (3), ⨀ (3).

YOU'RE WRONG.
I DO HAVE A BOOK.

YOU'RE WRONG.
I DO HAVE A BOOK.

Everyone holds up a book.

8. Chain Dialog. Have each pupil hold up a book when his turn comes.

1st L: YOU DON'T HAVE A BOOK.

You may have to model the initial stages of the activity.

2nd L: YOU'RE WRONG. I DO HAVE A BOOK. YOU DON'T HAVE A BOOK.

"Do" should be stressed.

3rd L: YOU'RE WRONG. I DO HAVE A BOOK.

ETC.

C. Pronunciation

1. Have the pupils raise their hands, first the whole class, then individuals, when they hear the [ow] sound in the following minimal pair:

   BOWL

   BALL

   Say these two words in random order.

2. Model the sentence before you model "don't" again. Do the same in the echo activity.
   Model: (3). Echo: ◯ (3), ⊙ .

   DON'T
   DON'T

   BOWL
   BOWL

   I DON'T HAVE A BOWL.
   I DON'T HAVE A BOWL.

   I DON'T HAVE A BALL.
   I DON'T HAVE A BALL.

3. Chain Dialog. Give each child a bowl.

   1st L: YOU DON'T HAVE A BOWL.

You may have to model the initial stages of the activity.

2nd L: YOU'RE WRONG. I DO HAVE A BOWL. YOU DON'T HAVE A BOWL.

He emphasizes "do." Turning to 3rd L. He emphasizes "you."

3rd L: YOU'RE WRONG. I DO HAVE A BOWL. YOU DON'T HAVE A BOWL.

He emphasizes "do." Turning to 4th L. He emphasizes "you."

ETC.

Test:

Put all of the objects listed in the materials on the table. Call out the name of each object as you place it on the table. Then give each pupil one of the objects without the rest of the pupils knowing which child has which item. Have the children close their eyes; while you make the distribution; then the pupils hide their items behind them or in their hands. Now start a random chain dialog with a child guessing what another has or doesn't have.

1st L: YOU DON'T HAVE __________.

2nd L: YOU'RE RIGHT. I DON'T HAVE _____. I HAVE _______.

YOU'RE WRONG. I DO HAVE _______.

YOU DON'T HAVE _____.

Likely Errors

a. You don't have a bowl. ⟶ *You doesn't have a bowl, or *You no have a bowl.

b. You're wrong. ⟶ *You're right --when the situation calls for the other expression (and vice-versa.)

c. [ow] ⟶ * [o] in "don't" and "bowl."

3rd L: YOU'RE RIGHT. I DON'T HAVE _______. I HAVE _______________.

YOU'RE WRONG. I DO HAVE _______________.

YOU DON'T HAVE ______.

ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions l ke:

   How many crayons do I have?

   How many crayons do you have?

2. The learner will be able to give answers to the above questions like:

   You have one crayon.

   I have two crayons.

3. New vocabulary: ears, eyes, nose, legs, hands, head, one, two

4. The learner will be able to pronounce the [əz], [z] and [s] plural endings, as in "noses," "cars," and "trucks" respectively.

B. Test: See page 7.

II. MATERIALS

A. Two puppets

B. Enough pictures of each of the following (one in each picture) so every pupil and you can have two: an old car, a new car, an old truck, and a new truck. The cars and the trucks should be of different colors and they should be such that the distinction of old and new is clear to the children.

C. Two crayons and two pencils

Teaching Points

a. How many questions about the object of a verb.

b. How many questions with "I" or "you" as the subject.

c. The response to how many questions.

d. Plural count nouns (with regular endings) after "how many."

e. The use of numbers before nouns.

f. The voiced alveolar fricative [z] as a plural ending by itself or with [ə] before it.

g. The voiceless alveolar fricative [s] as a plural ending.

III. PROCEDURES

A. Review

Free Dialog. Place the pictures on the chalk rail and point to them as you talk about them.

JOE, WHAT'S THAT?	IT'S A CAR.	
TOM, IS IT A <u>NEW</u> CAR?	NO, IT'S AN <u>OLD</u> CAR.	Emphasize underlined words.
MARY, IS <u>THAT</u> A CAR?	NO, IT'S A TRUCK.	
JANE, IS IT A <u>RED</u> TRUCK?	YES, IT IS.	
JOE, IS IT A <u>LITTLE</u> TRUCK?	NO, IT'S A <u>BIG</u> TRUCK.	
ETC.		

B. Presentation

1. Model the two pairs of sentences separately. Model: (3).

   I HAVE ONE CAR.
   I HAVE TWO CARS.

   Hold up one picture at first and then two.

   I SEE ONE CAR.
   I SEE TWO CARS.

   Look at one picture and then at two.

2. Model and echo with the two puppets. Model: (3). Echo: (3) ◯ .

   HOW MANY CARS DO I HAVE? — HOW MANY CARS DO I HAVE?

   One puppet is holding the two pictures of cars.

YOU HAVE TWO CARS.

YOU HAVE TWO CARS.

3. Have pairs of children (◯ , ◯) face each other in two lines. Distribute the pictures of the trucks, two to each child in the line to your right. Distribute the pictures of cars, two to each child in the line to your left.
Model: (3). Echo: (2), ◯ .

HOW MANY CARS DO YOU HAVE?

◯ HOW MANY CARS DO YOU HAVE?

I HAVE TWO CARS.

◯ I HAVE TWO CARS. — Each shows his pictures of cars.

Reverse roles. The children in the line to your right now echo the question (this time about trucks) and those in the line to your left echo the answer and show their pictures of trucks.

4. Free Dialog. Call on every pupil to respond.

Hold up the pictures of either one car or truck or two cars or trucks depending upon the question asked.

JOE, HOW MANY TRUCKS DO I HAVE?

YOU HAVE ONE TRUCK.

TOM, HOW MANY TRUCKS DO YOU SEE?

I SEE TWO TRUCKS.

JANE, HOW MANY CARS DO YOU SEE?

I SEE TWO CARS.

MARY, HOW MANY CARS DO I HAVE?

YOU HAVE ONE CAR.

ETC.

5. Chain Dialog. Every child has either two pictures of trucks or two pictures of cars. For questions with "have" they leave their pictures face up on their desks. For questions with "see" they hold up either one or both of their pictures. Sample dialogs:

HOW MANY TRUCKS DO I HAVE?			
	1st L:	YOU HAVE TWO TRUCKS. JOE, HOW MANY CARS DO YOU SEE?	He shows a picture of a car.
	2nd L:	I SEE ONE CAR. TOM, HOW MANY TRUCKS DO I HAVE?	His pictures of trucks are lying face up on his desk.
	3rd L:	YOU HAVE TWO TRUCKS. MARY, HOW MANY TRUCKS DO YOU SEE?	He holds up a picture of a truck.
	4th L:	I SEE ONE TRUCK. JANE, HOW MANY CARS DO I HAVE?	
	ETC.		

6. Point to each body part as you mention it, and have the pupils do so too as they echo what you say.
Model: (3). Echo: ◯ (3), ⊙ .

I HAVE TWO EARS.	I HAVE TWO EARS.
I HAVE TWO EYES.	I HAVE TWO EYES.
I HAVE ONE NOSE.	I HAVE ONE NOSE.

7. Repeat step 4 with: "two legs," "two hands," and "one head."

8. Substitution. Go through these six parts of the body, teaching them as many times as you have time for. Point to a body part and have the pupils respond with a similar gesture and a sentence. Model the initial responses for them if they need help but later merely gesture to cue the response.

I HAVE TWO LEGS.

I HAVE ONE HEAD.

I HAVE TWO HANDS.

ETC.

C. Pronunciation

1. Have the two hand puppets talk to one another for the modeling activity. For the echo activity, pair off the children in two lines, one member of each pair taking the role of puppet 1, the other of puppet 2. For the individual activity, have pairs of children use the puppets and participate, preferably without you, i.e., free dialog rather than echo. Model (3). Echo: ◯ (3), ⨀ .

1st P: HOW MANY NOSES DO I HAVE?

HOW MANY NOSES DO I HAVE? — [nowzəz] for "noses."

2nd P: YOU HAVE ONE NOSE.

YOU HAVE ONE NOSE.

2nd P: HOW MANY EARS DO I HAVE? — [irz] for "ears."

	HOW MANY EARS DO I HAVE?	
1st P: YOU HAVE TWO EARS.		
	YOU HAVE TWO EARS.	
HOW MANY LIPS DO I HAVE?		Point to the lips.
	HOW MANY LIPS DO I HAVE?	[lɪps] for "lips."
2nd P: YOU HAVE TWO LIPS.		
	YOU HAVE TWO LIPS.	

2. Have two hand puppets, one of which has two noses. For the echo activity give the puppets to two children and have them go through the dialog after you, and later by themselves. Model (3). Echo: (c) .

Normal P: HOW MANY NOSES DO I HAVE?	
	HOW MANY NOSES DO I HAVE?
Funny P: YOU HAVE ONE NOSE.	
	YOU HAVE ONE NOSE.
HOW MANY NOSES DO _I_ HAVE?	
	HOW MANY NOSES DO _I_ HAVE?
Normal P: _YOU_ HAVE _TWO_ NOSES.	
	YOU HAVE _TWO_ NOSES!

Test:

Hold either one or two pencils behind your back so that the class cannot see how many you have. Ask Joe:

HOW MANY PENCILS DO I HAVE?

Have him guess how many you have.

Joe: YOU HAVE TWO PENCILS.

NO, YOU'RE WRONG. HOW MANY PENCILS DO I HAVE?

Joe: YOU HAVE ONE PENCIL.

YOU'RE RIGHT. I DO HAVE ONE PENCIL.

Show him the pencil and then give him two crayons. Ask him:

HOW MANY CRAYONS DO YOU HAVE?

Joe: I HAVE TWO CRAYONS.

Have Joe take your place and another pupil Joe's place in the next dialog. Continue till all have participated.

Likely Errors

a. How many pencils do you have? → *How many pencil do you have?

b. You have one pencil. → *You have one pencils.

c. [z] → * [s] in "cars," "ears," "eyes," "hands," "legs," and "noses."

Lesson 60

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   How many animals does Joe have?

2. The learner will be able to answer the question above with such answers as:

   He has [three / four / five] animals.

3. New vocabulary: animals, four, three, five.

4. The learner will be able to pronounce [v] in words like "have" and "five" as in:

   I have five crayons.

5. The learner will be able to pronounce [f] in words like "four" and "five" as in:

   Do you have [four / five] crayons?

B. Test: See page 6

II. MATERIALS

A. Five pictures of each of the following (one figure in each picture): a rabbit, a pig, a cow, a horse, and a goat.

B. Five crayons.

Teaching Points

a. <u>How many</u> questions about the object of a verb.

b. <u>How many</u> questions with a proper name as subject.

c. The use of "does" in such questions.

d. The response to such questions, which should have the appropriate "he" or "she" as the subject.

e. Plural nouns after "how many," "two," "three," "four," and "five."

f. The voiced labiodental fricative, [v], as in "have" and "five."

g. The voiceless labiodental fricative, [f], as in "four" and "five."

III. PROCEDURES

A. Review

Chain Dialog.

MARY, HOW MANY HEADS DO YOU HAVE?

1st L: I HAVE ONE HEAD. JANE, HOW MANY NOSES DO YOU HAVE?

2nd L: I HAVE ONE NOSE. JOE, HOW MANY EYES DO I HAVE?

3rd L: YOU HAVE TWO EYES.

ETC.

B. Presentation

1. Model first the sentence with "three." followed by those with "four," "five," and "some" before modeling the sentence with "three" again. Do the same in the echo activity.
   Model: (3). Echo: ◯ (3).

   I SEE [THREE / FOUR / FIVE] ANIMALS.

   I SEE [THREE / FOUR / FIVE] ANIMALS.

   I SEE SOME ANIMALS.

   I SEE SOME ANIMALS.

Hold up the appropriate number of pictures. Use various animal pictures, so a statement like "I see three cows" won't intrude when you're teaching animals."

2. Substitution. Hold up the pictures of animals, one, two, or more at a time, randomly, and have the children identify them. For example:

Hold up two pictures.

◯: I SEE TWO ANIMALS.

Hold up five pictures.

◯: I SEE FIVE ANIMALS.

3. Free Dialog. Provide the first words, "he has" or "she has," or the response for the first few answers.

TOM, HOW MANY HANDS DOES JOE HAVE.

Tom: HE HAS TWO HANDS.

JOE, HOW MANY HEADS DOES JANE HAVE?

Joe: SHE HAS ONE HEAD.

JANE, HOW MANY EARS DOES TOM HAVE?

Mary: HE HAS TWO EARS.

ETC.

4. Chain Dialog. Stand the pictures of the animals on your desk. Face two toward the wall and three toward the pupils. Place Tom and Jane where only they can see the pictures facing the wall.

JOE, HOW MANY ANIMALS DOES TOM SEE?

HE SEES TWO ANIMALS.

Joe takes your role, arranging the pictures in any way he wants, e.g., four facing the wall, one towards the pupils.

Joe: MARY, HOW MANY ANIMALS DOES JANE SEE?

Mary: SHE SEES FOUR ANIMALS.

Then Mary takes Joe's place.

JACK, HOW MANY ANIMALS DOES JOE SEE?

Jack: HE SEES THREE ANIMALS.

Then Jack takes Mary's place.

PETER, HOW MANY ANIMALS DOES JANE SEE?

ETC.

Be sure that Tom and Jane, too, get a turn at asking the questions.

5. Expansion Dialog. Have the children repeat the first two sentences to show them the pattern. After that, have them repeat the core sentence and add the new sentence as indicated. Provide the response the first few times if necessary.

Put the picture of the horse in the chalk rail and point to it.

I SEE ONE ANIMAL.
I SEE A HORSE.

I SEE ONE ANIMAL. I SEE A HORSE.

I SEE TWO ANIMALS.

I SEE TWO ANIMALS. I SEE A HORSE AND A COW.

Put the picture of the cow next to the picture of the horse. As you mention each of the other animals, put their pictures up, too. Point to each picture each time you mention it, and model as much of the response as is necessary.

I SEE THREE ANIMALS.

I SEE THREE ANIMALS. I SEE A HORSE, A COW, AND A GOAT.

I SEE FOUR ANIMALS.

I SEE FOUR ANIMALS. I SEE A HORSE, A COW, A GOAT AND A PIG

I SEE FIVE ANIMALS.

I SEE FIVE ANIMALS. I SEE A HORSE, A COW, A GOAT, A PIG, AND A RABBIT.

6. Repeat step 4 changing the pictures associated with "two," "three," "four," and "five," so that individual animal names are used instead of just using "animals."

C. Pronunciation

1. Model: (3). Echo: ○ (3), ⊙.

Use two hand puppets to talk to one another. One of them should be holding five crayons. Emphasize five.

DO YOU HAVE FOUR CRAYONS?

DO YOU HAVE FOUR CRAYONS?

NO, I HAVE FIVE CRAYONS.

NO, I HAVE FIVE CRAYONS.

2. Guessing Game: Have one pupil (1st L) turn his back so that the others can't see how many crayons you give him. Give him either four or five. Have another pupil guess how many crayons he has. Tell the children to guess either "four" or "five." For each turn have the new pupil turn his back to the group and pick either four or five crayons.

Model the proper questions and responses if the pupils need help.

2nd L: DO YOU HAVE [FIVE / FOUR] CRAYONS?

1st L: YES, I DO.

3rd L: DO YOU HAVE [FIVE / FOUR] CRAYONS?

2nd L: NO, I HAVE [FOUR / FIVE] CRAYONS.

4th L: DO YOU HAVE [FOUR / FIVE] CRAYONS.

ETC.

Test:

Place the five pictures of the different animals on the table. Have Joe cover his eyes while Tom picks up as many of the pictures as he wants. Ask Joe:

HOW MANY ANIMALS DOES TOM HAVE? GUESS, JOE.

Let him guess. Have him keep trying until he gets it right. When he guesses the correct number, Tom shows the pictures and Joe identifies them, for example:

Joe: HE HAS A HORSE, A COW, A PIG, AND A RABBIT.

Then Joe takes your role and Tom takes Joe's. Another pupil takes Tom's place in the game. Continue in this way till all have had a chance to do both roles.

Likely Errors

a. How many animals does Joe have? ⟶ *How many animal does Joe have?

b. How many animals does Jane have? ⟶ *How many animals do Jane have?

c. In response to a: He has five animals. ⟶ *She has five animals. or *He have five animals.

d. In response to b: She has five animals. ⟶ *He has five animals. or *She have five animals.

e. [v] ⟶ *[b] in "have" and "five."

f. [f] ⟶ *[p] in "four" and "five."

Lesson 61

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   How many marbles does [he / she] have?

2. The learner will be able to give answers to the question above, such as:

   [He / She] has three marbles.

3. New vocabulary: button, things, a picture of.

4. The learner will be able to pronounce the [v] and [f] in words like "have," "five," and "four," as in:

   Do you have four or five crayons?

B. Test: See page 5.

II. MATERIALS

A. Five of each of the following: marbles, balls, pencils, buttons, and crayons.

B. Several pictures of each of the following: a rabbit, a pig, a goat, a cow, a horse, a shirt, a blouse, a hat, a button, a jacket, and a raincoat.

Teaching Points

a. <u>How many</u> questions about the object of a verb.

b. <u>How many</u> questions with "he," "she," or a proper name as the subject.

c. The use of "does" in such questions.

d. The response to such questions.

e. Plural nouns after "how many," "two," "three," "four," and "five."

f. The voiced labio-dental fricative [v], in "five" and "have."

g. The voiceless labio-dental fricative [f], in "five" and "four."

III. PROCEDURES

A. Review

Chain Dialog. Call the children around your table. Place the pencils on your table. Have the pupils take turns picking up as many pencils as they want and asking their neighbor how many they have.

Provide the first response, if necessary.

JOE, HOW MANY PENCILS DO I HAVE?

1st L: THREE. JANE, HOW MANY PENCILS DO I HAVE?

2nd L: FOUR. MARY, HOW MANY PENCILS DO I HAVE?

3rd L: ONE. TOM, HOW MANY PENCILS DO I HAVE?

ETC.

B. Presentation

1. Model: (1).

THIS IS A PICTURE OF A HORSE.

Hold up the picture of the horse.

A PICTURE.

THIS IS A PICTURE OF A RABBIT.

Hold up the picture of the rabbit.

A PICTURE.

2. Model: (3). Echo: ◯(3).

Put a picture down on the chalk rail and point to it. Put different pictures on the chalk rail at different times during this activity (only one picture at a time).

THAT'S A PICTURE.

THAT'S A PICTURE.

3. Finish the model and echo activities of the first sentence before proceeding to model and echo the second sentence.
Model: (3). Echo: ◯(3).

Hold up a button. At other times point to a button on the shirt or blouse of your pupil.

I SEE A BUTTON.

I SEE A BUTTON.

Hold up a picture of a button.

I SEE A PICTURE OF A BUTTON.

I SEE A PICTURE OF A BUTTON.

4. Imitation. Place the objects on your desk. Pick up two of them and say:

I HAVE TWO THINGS.
I HAVE A PENCIL AND A CRAYON.

Pick up a pencil, a crayon, and a button.

I HAVE THREE THINGS.
I HAVE A BUTTON, A PENCIL, AND A CRAYON.

Call Joe to the front and have him pick up some things. Whisper his imitation if necessary.

Joe: I HAVE TWO THINGS.
I HAVE A MARBLE AND A BALL.

Call on the other children to do the same. Be sure that they pronounce the [θ] of "things" properly.

5. Free Dialog. Distribute the pictures, two or more of a semantic set (e.g., of clothing, of pencils and crayons, of animals, etc.) to each pupil. Point to Joe and ask:

HOW MANY PICTURES
DOES HE HAVE?

1st L: HE HAS THREE PICTURES. HE HAS A PICTURE OF A BUTTON, A PICTURE OF A SHIRT, AND A PICTURE OF A HAT.

Point to Jane and ask:

HOW MANY PICTURES
DOES SHE HAVE?

2nd L: SHE HAS TWO PICTURES. SHE HAS A PICTURE OF A PENCIL AND A PICTURE OF A CRAYON.

ETC.

6. Free Dialog. Repeat step 5 but have different pupils take turns at asking the questions.

C. Pronunciation

1. Have two hand puppets talk to one another. One puppet should have the appropriate number of crayons. Model: (3). Echo: ⊙ (3).

HOW MANY CRAYONS DO YOU HAVE,
FOUR OR FIVE?

HOW MANY CRAYONS DO YOU HAVE,
FOUR OR FIVE?

I HAVE [FIVE / FOUR] CRAYONS.

I HAVE [FIVE / FOUR] CRAYONS.

2. Imitation. Have a pair of pupils, using the puppets, carry on the dialog of step 1 by themselves. Repeat with other pairs of pupils.

Listen for the correct pronunciation of the labio-dental [f] and [v]. If any of the pupils fail to make either of these sounds correctly, call their attention to the visible contact of teeth and lip, maybe suggesting they "bite their lip" lightly.

Test:

Place the objects and pictures in two separate piles on your desk. Have Joe and Jane come up and one of them pick some from either pile, not from both.

HOW MANY [PICTURES / THINGS] DOES [HE / SHE] HAVE?

Jack: [HE / SHE] HAS TWO [PICTURES. / THINGS.]

[HE / SHE] HAS [A PICTURE OF A BUTTON. / A BUTTON.]

AND [A PICTURE OF A SHIRT. / A SHIRT.]

Jack takes your role in the dialog and another pupil takes Jack's place. Continue till everyone has asked and answered questions. At the end have another boy and girl take Jane's and Joe's place so that Joe and Jane may go through the dialog.

Likely Errors

a. How many buttons does he have? → *How many button does he have?

b. She → *he for feminine persons. He → *she for masculine persons.

c. [v] → *[f] in "have" and the last sound of "five."

d. [f] → *[v] in "four" and the first sound of "five."

Lesson 62

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   How many crayons do I have?
   How many crayons does Joe have?
   How many crayons do you have?

2. The learner will be able to answer these questions with:

   You have five crayons.
   He has three crayons.
   I have one crayon.

B. No Test

<u>Teaching Points</u>

a. <u>How many</u> questions about the object of the verb.

b. <u>How many</u> questions with "I," "you," "he," "she," for a proper name as subject.

c. Responses to such questions with the appropriate pronoun as the subject and with the number that answers the question.

d. Plural nouns after "how many" and the numbers "two," "three," etc.

e. "Have" with "do" or "does" in questions.

f. Have with "I" or "you" as subjects in statements.

g. "Has" with "he," "she," or a proper name as subject of a statement.

h. "Do" with "I" or "you" as subject in questions.

i. "Does" with "he," "she" or a proper name as subject in a question.

II. MATERIALS

Five marbles, five crayons, five buttons, two boxes, and one paper sack.

III. PROCEDURES

Presentation

1. Free Dialog. Put five marbles in a paper sack. Reach down and pick up three of them, but hold them in your fist so that no one can tell how many you have. Ask how many marbles you have. The dialog may sound like this.

JOE, HOW MANY MARBLES DO I HAVE?	
	YOU HAVE FIVE MARBLES.
NO, I DON'T JANE, HOW MANY MARBLES DO I HAVE?	
	YOU HAVE ONE MARBLE.
NO, I DON'T. TOM, HOW MANY MARBLES DO I HAVE?	
	YOU HAVE THREE MARBLES.
THAT'S RIGHT. I HAVE THREE.	

Show the class the three marbles you have.

Replace your marbles in the sack, and let Tom take as many as he wants and have him ask the others how many marbles he has.

Tom: JANE, HOW MANY MARBLES DO I HAVE?

Jane: YOU HAVE FOUR MARBLES.

ETC.

Continue on around the group until everyone has had a chance to ask the questions.

2. Free Dialog. Choose three pupils to stand behind the pocket chart. Have one of them lift up one of his legs so that it can't be seen from in front of the chart, but the other five legs of the group can. Ask:

JOE, HOW MANY LEGS
DO YOU SEE?

I SEE FIVE LEGS.

Have the three pupils stick their heads out from behind the pocket chart. Ask:

JANE, HOW MANY
HEADS DO YOU SEE?

I SEE THREE HEADS.

Have two of the pupils hold their hands down below the pocket chart. Ask:

TOM, HOW MANY HANDS
DO YOU SEE?

I SEE FOUR HANDS.

Have one pupil stick his head out from behind the pocket chart. Ask:

MARY, HOW MANY
EYES DO YOU SEE?

I SEE TWO EYES.

Continue using different pupils from time to time to stand behind the pocket chart. Ask questions about ears, eyes, nose, legs, hands, and heads.

Then have other children take your role, asking similar questions. Keep the activity moving along rapidly, allowing the children to laugh and have fun.

3. Imitation. Hold five buttons in your hand so that all of the pupils can see them. Then put your hands under the table and give Joe four buttons. Ask:

JACK, HOW MANY
BUTTONS DOES
JOE / HE HAVE?

If you use "he" point or nod toward Joe.

(Let him guess. It may sound like this:)

HE HAS FIVE BUTTONS.

NO, HE DOESN'T

HE HAS TWO BUTTONS.

NO, HE DOESN'T

HE HAS FOUR BUTTONS.

JOE, HOW MANY
BUTTONS DO YOU
HAVE?

Joe: I HAVE FOUR BUTTONS.

Then give Jack the five buttons and have him put his hands under the table and give as many buttons as he wants to his neighbor, Tom. Have him ask:

Jack: JANE, HOW MANY BUTTONS DOES [TOM / HE] HAVE?

If Jack uses "he," have him point or nod toward Tom.

Let her guess. Jack, Jane, and Tom imitate the dialog above. Model as many of the questions and responses as you have to at first. Continue with this exercise around the group.

4. Free Dialog.
Put five crayons in one box and five marbles in another. Have Jane hide her eyes while Joe takes as many crayons as he wants from one box and hides them behind his back, and Tom takes as many marbles as he wants from the other box and hides them behind his back. Have Joe ask:

JANE, HOW MANY CRAYONS DO I HAVE?

Let Jane guess. The dialog may run like this:

Jane: YOU HAVE THREE CRAYONS.

Joe: NO, I DON'T.

Jane: YOU HAVE FIVE CRAYONS.

Joe: NO, I DON'T.

Jane: YOU HAVE FOUR CRAYONS.

Joe: YOU'RE RIGHT.
I HAVE FOUR CRAYONS.

Have Joe show his four crayons. He can then ask:

Joe: JANE, HOW MANY MARBLES DOES TOM / HE HAVE?

If Joe uses "he," have him point or nod toward Tom.

Jane: HE HAS FIVE MARBLES.

Joe: TOM, HOW MANY MARBLES DO YOU HAVE?

Tom: I HAVE ONE MARBLE.

Have Tom show his marble. Have Jane take Joe's place and Tom Jane's place for the next turn. Call on another pupil to take Tom's part. Continue on around the group. Model as many of the questions and answers as you have to at first.

Lesson 63

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

   How many calendars are there on the wall?

2. The learner will be able to answer such questions with:

   There are two calendars on the wall.

3. New vocabulary: calendars, flowers, a vase, a wall

4. The learner will be able to pronounce [ð] in such words as "there" and "the," as in:

   How many flowers are there on the table?

B. Test See page 6.

II. MATERIALS

A. A vase with five flowers in it.

B. Two wall calendars, five marbles, two balls, and three books

III. PROCEDURES

A. Review

Imitation. Two children come up. Give one of them one or more marbles, up to five, to hide behind his

Teaching Points

a. How many questions about the location of the subject.

b. How many questions with "is" or "are" followed by "there."

c. There statements as responses to how many questions with "there."

d. "Are" with the plural subject of how many questions and of there statements.

e. Location expressed by phrases with "on," "in," and "by."

f. The voiced dental fricative [ð]

back. Demonstrate the activity and model the dialog with the two puppets first.

1st L: HOW MANY MARBLES DO I HAVE?

2nd L: (Guessing) YOU HAVE TWO MARBLES.

1st L: YOU'RE [RIGHT. / WRONG.]

He shows the marbles in his hand.

I HAVE [TWO. / THREE.]

If the guess is correct, the 2nd learner gets to hold the marbles (vary the number) and another guesser comes up. If the guess is wrong, a 3rd learner takes the 2nd learner's place.

B. Presentation

1. Draw a jacket with five buttons on the chalkboard.

2. Point to the buttons. Model the full sentence before you model the phrases again. Do the same in the echo activity.
Model (3). Echo: ◯ (3).

De-emphasize "are" after "there": [ð érər...]

THERE ARE FIVE BUTTONS.

ON THE JACKET.

THERE ARE FIVE BUTTONS.

ON THE JACKET.

THERE ARE FIVE BUTTONS ON THE JACKET.	
	THERE ARE FIVE BUTTONS ON THE JACKET.

3. Model the full sentence before you model the first phrases again. Do the same in the echo activity.
   Model: (3). Echo: ○ (3).

HOW MANY BUTTONS		
	HOW MANY BUTTONS	
ARE THERE		This time de-emphasize "there" after "are": [..ár ə ər..]
	ARE THERE	
ON THE JACKET		
	ON THE JACKET	
HOW MANY BUTTONS ARE THERE ON THE JACKET?		
	HOW MANY BUTTONS ARE THERE ON THE JACKET?	

4. Model the answer before you model the question again. Do the same in the echo activity.
   Model (3). Echo: ○ (3).

HOW MANY BUTTONS ARE THERE ON THE JACKET?	
	HOW MANY BUTTONS ARE THERE ON THE JACKET?

THERE ARE FIVE
BUTTONS ON THE
JACKET?

THERE ARE FIVE BUTTONS ON
THE JACKET?

5. Repeat step 4 using four, three, two buttons and finally one button, erasing to get the desired number, and changing the answer accordingly.

6. Remove the flowers from the vase and hold them up. Model each of the phrases and the sentence three times in turn. Do the same in the echo activity. Complete the model activity before you proceed to the echo activity.
Model (3). Echo: ◯ (3).

Hold up the flowers. Vary the number of flowers you hold up at different times.

SOME FLOWERS

SOME FLOWERS

De-emphasize "some."

Hold up the vase.

A VASE

A VASE

Be sure "vase" is pronounced with [v].

Put the flowers in the vase.

THERE ARE SOME
FLOWERS IN THE
VASE.

THERE ARE SOME FLOWERS IN
THE VASE.

7. Remove all but one flower.
Free Dialog: ◯ (2), ⊙ (2).

Call on only two children individually.

HOW MANY FLOWERS
ARE THERE IN THE VASE?

THERE'S ONE FLOWER IN THE
VASE.

Pronounce [ðérz wə́n...], but [dérər túw...], etc.

Repeat with two, three, four and five flowers.

8. Repeat step 7, placing the flowers by the vase and asking, "How many flowers are there by the vase?"

9. Point to the wall and touch it
   Model (3). Echo: ◯(3).

   A WALL

   A WALL

10. Repeat steps 7 and 8 with the calendars on the wall, changing the dialogs accordingly.

C. Pronunciation

1. Model (3). Echo: ◯(3), ⊙.

   THERE

   THERE

2. Place the two balls on your table.
   Model (3). Echo: ⊙.

   THERE ARE TWO BALLS ON THE TABLE.

   THERE ARE TWO BALLS ON THE TABLE.

3. Model (3). Echo: ◯(3), ⊙.

   THERE'S

   THERE'S

Alone in citation form pronounce [ðer], but in the sentence [ðərzə fláwər...].

4. Place a flower on the book.
   Model (3). Echo: ⊙ .

   THERE'S A FLOWER ON
   THE BOOK.

   THERE'S A FLOWER ON THE
   BOOK.

Test:

Distribute the flowers, the marbles, the balls, and the books. Vary the number of items you give each child. Have one child come up and place his items on, in, or by the desk, table, wall, or vase, etc. Joe might ask:

HOW MANY BOOKS ARE THERE
ON THE DESK?

If the child Joe calls on answers correctly, he takes Joe's place and asks another child. Continue until everyone has had a turn.

Likely Errors

a. How many calendars are there on the wall? → *How many calendar are there on the wall?

b. There are two calendars on the wall. → *There's two calendar on the wall.

c. There are two calendars on the wall. → *There are two calendar on the wall.

d. There's one calendar on the wall. → *There are one calendar on the wall.

e. [ð] → *[d] in "there" and "the."

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

   Is there a marble in the box?
   Are there any marbles in the box?

2. The learner will be able to answer such questions with the following corresponding responses:

Yes, there is.
No, there isn't.

Yes, there are.
No, there aren't.

3. New vocabulary: a radio, a T.V., a lamp, a room.

4. The learner will be able to pronounce [θ] in such words as "thirsty," as in:

   I'm not thirsty.

B. Test: See page 6.

II. MATERIALS

A. Two or three calendars, wall pictures, marbles, crayons, brushes, artificial flowers, buttons, and rings.

B. A picture of a radio, a T.V., and a lamp, each in a room.

C. A picture of a boy reaching for a glass of water, or perhaps drinking, or any picture which will get across the concept of being thirsty.

Teaching Points

a. Yes-no questions with "there."

b. "Is" and "are" at the beginning of yes-no questions with "there."

c. "Are" with plural subjects in yes-no questions.

d. "Is" with singular subjects in yes-no questions.

e. The article "a" or "an" before singular subjects in yes-no questions with "there."

f. The article "any" before plural subjects in yes-no questions with "there."

g. The short answers to yes-no questions with "there."

h. The voiceless dental fricative [θ], as in "thirsty."

D. A picture of the scene described in the test if you do not wish to draw it.

E. A toy cat and a small box the size of a hatbox.

F. Paper cups and a pitcher of water.

III. PROCEDURES

A. Review

Arrange the room so that it contains a vase of artificial flowers on your desk, several pictures and a calendar on the wall, and a toy cat on a chair. Begin the drill with:

HOW MANY PICTURES ARE THERE ON THE WALL?

Coming and pointing to the pictures, the 1st learner says:

1st L: THERE ARE TWO PICTURES ON THE WALL.

Point to the vase with flowers.
HOW MANY FLOWERS ARE THERE IN THE VASE?

2nd L: THERE ARE THREE FLOWERS IN THE VASE.

Continue with some of the pupils taking your turn at asking questions.

B. Presentation

1. Model: Bring in a box which contains a marble, a flower, a crayon, a brush, a ring, and a button. Explore the contents of the box with the children, holding up each item for them to see. Identify those which the children don't know, saying, "There's a ____________ in the box!"

2. Free Dialog. Play a "memory" game. Have the children in a position where they can't see the contents of the box and ask:

IS THERE A MARBLE IN THE BOX?

○ YES, THERE IS.
NO, THERE ISN'T.

Answer the first few questions yourself.

IS THERE A BALL IN THE BOX?

○ YES, THERE IS.
NO, THERE ISN'T.

3. Repeat steps 1 and 2, this time putting several of each object in the box. Identify them with sentences like, "There are marbles in the box." For step 2 ask:

ARE THERE ANY MARBLES IN THE BOX?

YES, THERE ARE.
NO, THERE AREN'T.

4. Free Dialog. Let individual children take your role in the "memory" game by asking the questions with both singular and plural objects in the box.

1st L: ARE THERE ANY BALLS IN THE BOX?

2nd L: NO, THERE AREN'T.

The full answer would be, "No. There aren't any balls in the box."

If the 2nd learner is correct, he comes up and asks the question. If not, the 1st learner asks another question and a 3rd learner answers. Continue in this way till everyone has either asked a question or answered a question.

5. Remind the children that you are in a room, spreading your arms out and saying, "This is a room." If you have a doll house, show them the rooms in it.

6. Show the pictures of the radio, T.V., and lamp. Model: (3). Echo: ◯ (3).

THERE'S A [RADIO / T.V. / LAMP] IN THE ROOM.

THERE'S A [RADIO / T.V. / LAMP] IN THE ROOM.

C. Pronunciation

1. Show the children the picture of the boy reaching for a glass of water. Model (i) three times before you model (ii), and model (ii) three times before you model (iii). Do the same in the echo activity. Model: (3). Echo: ◯ (3), ⊙.

(i) HE'S THIRSTY.

HE'S THIRSTY.

(ii) THIRSTY.

THIRSTY.

(iii) HE'S THIRSTY.

HE'S THIRSTY.

2. Chain Dialog. Distribute the paper cups. Have a pitcher of water ready. The 1st learner should have two paper cups.

ARE YOU THIRSTY?

1st L: | NO, I'M NOT THIRSTY. / YES, I'M THIRSTY. |

If the response is affirmative, pour some water in his paper cup and let him drink it.

ARE YOU THIRSTY?

Emphasize "you."

2nd L: | NO, I'M NOT THIRSTY. / YES, I'M THIRSTY. |

ARE YOU THIRSTY?

If the answer is affirmative, pour some water in the 1st learner's other paper cup and have him give it to the 2nd learner.

ETC.

TEST

Draw a picture on the chalkboard or on chart paper of a room showing a radio, T.V., lamp, chair, pictures on the wall, and a vase of flowers on the table. Have a child come up to ask a question of another child about the picture. Cue his question in the following manner:

A TABLE.

1st L: IS THERE A TABLE IN THE ROOM?

2nd L: YES, THERE IS.

FLOWERS.

ARE THERE FLOWERS IN THE ROOM?

3rd L. YES, THERE ARE.

CATS.

ARE THERE CATS IN THE ROOM?

4th L: NO, THERE AREN'T.

ETC.

Likely Errors

a. Is there a table in the room?
→ *Is there any tables in the room?

b. Is there a table in the room?
→ *Are there a table in the room?

c. Is there a table in the room?
→ *Is there table in the room or
*Is there the table in the room?

d. Are there tables in the room?
→ *Are there the tables in the room?

e. [θ] → *[t] or [s] in "thirsty."